

Robert W. Levy
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Marty J. Chabert
Vice Chair

Collis B. Temple III
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*Commissioner of
Higher Education*



Claudia H. Adley
Blake R. David
Randy L. Ewing
Richard A. Lipsey
Edward D. Markle
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Sonia A. Pérez
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PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

August 22, 2018 • 10:55 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 1. License Renewals
 - a. Walden University
 - B. State Authorization Reciprocity Agreement (SARA) Louisiana State Renewal
 - C. State Authorization Reciprocity Agreement (SARA) Institutional Renewals
 1. Delgado Community College
 2. Louisiana Tech University
 3. Southern University Shreveport
 4. University of New Orleans
 - D. Proprietary Schools Advisory Commission
 1. License Renewals
- IV. State Authorization Reciprocity Agreement (SARA) Initial Institution Applications
 - A. Louisiana College
- V. LCTCS GO Grant Pilot Program
- VI. Campus Climate Survey, 2018
- VII. RS 17:1808 (Licensure) Revisions to Rules and Regulations
- VIII. Other Business
 - A. NCHEMS State Authorization Reciprocity Agreement Study for SREB
 - B. Louisiana Adult Promise Lumina grant proposal
- IX. Adjournment

Committee Members: Collis Temple III, Chair; Claudia Adley, Vice Chair; Blake David, Randy Ewing, Charles McDonald, Sonia Perez, Wilbert Pryor, Gerald Theunissen, Jacqueline Wyatt

Agenda Item III.A.1.a.

Walden University Minneapolis, Minnesota

BACKGROUND

Walden University (Walden) is not incorporated in Louisiana. The university is a private, for-profit university located in Minneapolis, Minnesota, accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and was first licensed by the Board of Regents in 2006.

ACADEMIC PROGRAM

Walden offers over 140 academic programs to Louisiana residents at the certificate, bachelors, masters and doctoral levels through its schools of management, psychology, education, and health and human resources. Admission to programs is selective, depending on the level and discipline of the program. As a virtual online university, Walden is not physically operating or functioning in Louisiana. However, since a few of the programs in the education and health-related fields require internships or practicum experiences, institutional licensure is necessary.

FACULTY AND STUDENTS

Walden employs 2,832 faculty members to support its online programs available to Louisiana residents, 202 on a full-time basis. Two thousand eight-hundred twelve of the faculty are trained at the doctoral level while all others hold master's degrees, all from institutions with recognized accreditation. The institution reported an enrollment of 541 students in Louisiana. Of these students, 193 are enrolled at the doctoral level, 258 are enrolled at the masters level, 90 at the bachelors level, and nine at the certificate level.

FACILITIES

Since Walden operates its programs online with administrative and academic support in Minneapolis, there are no out-of-state physical facilities in Louisiana. Students complete clinical experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, its history of providing online education, and its regional and programmatic accreditation, senior staff recommends that the Board of Regents approve license renewal for Walden University, located in Minneapolis, Minnesota.

Agenda Item III.B.

SARA Application for State of Louisiana Membership Renewal Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. There is a uniform SARA application process through which a state is required to demonstrate to its regional compact that it meets the standards established for participation in the interstate reciprocity agreement. Current membership in SARA now includes 49 states, the District of Columbia, the U.S. Virgin Islands and Puerto Rico. State membership renewal is required every other year.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's initial application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 2014. Louisiana's first renewal was completed in October 2016.

Senior staff recommends that the Planning, Research & Performance Committee approve the renewal application for Louisiana's Participation in SARA, and authorize staff to submit the renewal application to the Southern Regional Education Board (SREB) for final approval for continuing its membership in SARA.

Agenda Item III.C.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA membership makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves its in-state institutions and renews their membership annually. Approved SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 25 Louisiana institutions have joined SARA.

Four institutions (Delgado Community College, Louisiana Tech University, Southern University at Shreveport and University of New Orleans) have submitted SARA renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Applications for Institutional Participation in SARA for Delgado Community College, Louisiana Tech University, Southern University at Shreveport and University of New Orleans, and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership.

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AGENDA ITEM III.D.

Minutes

Board of Regents' Proprietary Schools Advisory Commission
July 31, 2018

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, July 31, 2018, at 10:04 a.m., in Room 1-190 of the Claiborne Building, Baton Rouge. Vice-Chair Fontenot called the meeting to order and the roll was called.

Commission Members Present

Melanie Amrhein
Sherrie Despino
James Dorris
James Fontenot, Vice-Chair
Theresa Hay
Mary Lou Potter

Staff Members Present

Nancy Beall
Chandra Cheatham
Kristi Kron
Carol Marabella
Larry Tremblay

Commission Members Absent

Keith Jones, Chair
Raymond Lalonde

Guests Present

(See Appendix A.)

The first item of business was the approval of the minutes from its meeting of May 8, 2018.

On motion of Ms. Despino, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the May 8, 2018 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were twenty-three (23) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Amrhein, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses):

**Advance Healthcare Institute, LLC (05/26/11)
BAR/BRI (Baton Rouge) (05/23/12)
BAR/BRI (New Orleans) (05/23/12)
Blue Cliff College--Alexandria (05/25/06)
Delta College of Arts & Technology (06/25/92)
Diesel Driving Academy (Baton Rouge) (06/25/87)
Global Trucking Academy (06/29/16)
Grace & Favor Training Academy, LLC (05/21/14)
J W Training Center, LLC (05/22/17)
Lincoln College (05/22/03)
Louisiana Institute of Massage Therapy (05/22/13)
Med-Advance Training (05/22/17)
Medical Technical Institute (05/27/15)
Oak Park School of Dental Assisting (05/28/09)
Operation Spark (06/29/16)
Ouachita Truck Driving Academy, LLC (05/22/03)
Petra College, Inc. (05/27/15)
Remington College (Lafayette Campus) (05/26/11)**

Remington College (Shreveport Campus) (05/26/11)
SIHAF Career Institute (05/21/14)
Southern Medical Corporation School of Ultrasound (06/26/97)
Virginia College (05/27/10)
Virginia College (Shreveport) (05/26/11)

Ms. Marabella informed the Commission that there were five institutions that chose not to renew their licenses this renewal cycle: Heritage Dental Assisting Academy (06/29/16), Julian Certified Nursing Assistant Training School (08/27/08), WyoTech--Florida (05/27/15), WyoTech--Pennsylvania (05/27/15), and WyoTech--Wyoming (05/27/15). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Vice-Chair Fontenot reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Dr. Tremblay defined "physical presence" in the state as it relates to proprietary school licensure requirements for institutions located out of Louisiana. He also explained the Board of Regents' student records retention policy for proprietary schools.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, September 11, 2018, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:19 a.m.

APPENDIX A
GUESTS

Patricia Wilton

LA Department of Justice

Agenda Item IV.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves its in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014.

To date, the Board of Regents has approved applications for institutional participation in SARA from twenty-five institutions. In July 2018, Louisiana College submitted an application for Regents' consideration. Regents' staff have reviewed and determined it meets all requirements for initial membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Application for Institutional Participation in SARA for Louisiana College, and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

Agenda Item V.
Executive Summary

LCTCS Go Grant for Non-Credit Pilot, 2018-2019

Nationwide, community colleges enroll millions of students in non-credit work. Recognizing that cost is often a barrier to enrollment in non-credit programs (since students in non-credit programs are ineligible for federal financial aid), some states have established financial aid programs for non-credit training.

In academic year 2017-2018, non-credit (“workforce”) students represented approximately 29% of enrollment at LCTCS colleges. Recognizing the value of short-term, high-value, workforce training, LCTCS is proposing a pilot expansion of the Go Grant program for the 2018-2019 academic year. This proposal seeks to fund awards for students enrolled in certain non-credit, workforce training programs (specifically those programs that lead to a high-value Industry Based Credential). The LCTCS proposal is attached.

LCTCS colleges propose using a minimum of their 18-19 Go Grant increase, up to 25% of their entire 18-19 allocation (approximately \$1.2 million) for the pilot to provide need-based awards to students enrolled in certain non-credit, high-demand workforce training programs. The institution will provide \$1 in aid/waivers for every \$5 in GO Grant dollars.

Dr. Tremblay will review the proposal for the Committee and LCTCS President Monty Sullivan will provide additional details and answer questions from the Committee.

LCTCS Go Grant for Non-Credit Pilot, 2018-2019

Background

Many community colleges now enroll more non-credit than credit students (Van Noy, et al., 2008). Consequently, the number of certificates awarded has increased by more than 800% over the past 30 years, with certificates now making up 22% of all college awards (Carnevale, Rose, & Hanson, 2011). According to Carnevale, et al (2011), certificate holders, on average, earn 20% more than high school graduates without any postsecondary education and just 4% less than the median Associate's degree holder.

Recognizing that cost is often a barrier to enrollment in non-credit programs (as students in non-credit programs are not eligible for federal financial aid), Virginia's Community College System in 2015 announced the establishment of a financial aid program for non-credit training. The Financial Aid for Noncredit Training leading to Industry Credentials (FANTIC) program provides funding for students demonstrating financial need who are enrolled in an approved non-credit workforce training program leading to the attainment of an industry recognized credential or licensure.

In academic year 2017-2018, non-credit ("workforce") students made up approximately 29% of enrollment at LCTCS colleges (n= 33,951). In addition, approximately 8,000 students completed a non-credit program in 2017-2018. Recognizing the value of short-term, high-value, workforce training, LCTCS is proposing a pilot expansion of the Go Grant program for the 2018-2019 academic year. This proposal seeks to fund awards for students enrolled in certain non-credit, workforce training programs (specifically those programs that lead to a high-value Industry Based Credential).

Proposal

LCTCS colleges propose using a minimum of their 18-19 Go Grant increase, up to 25% of their entire 18-19 allocation (approximately \$1.2 million) for the pilot to provide need-based awards ranging from \$300 to \$3,000 to students enrolled in certain non-credit, high-demand workforce training programs (see Attachment A).

Student Eligibility Requirements for Pilot:

- Louisiana resident
- Completion of 18-19 FAFSA and be eligible for a Pell Grant
- Enroll in a non-credit program that is at least 40 contact hours and that leads to an Industry-Based Certification (IBC) from the approved "LCTCS IBC List"

The LCTCS IBC List:

In order to be included on the “LCTCS IBC List, an IBC must be aligned to a high-value job, as determined by the Workforce Investment Council, and meet at least 2 of the following criteria:

- (1) Awarded by an independent, third party
- (2) Accepted by employers and industry
- (3) Result from a process whereby an individual’s competencies in a particular area are verified against a set of pre-determined standards

Matching Need Based-Grant from Colleges:

R.S. 17.3046.1 states that in order for a student to be considered eligible for a Go Grant, he/she must be “a recipient of a federal Pell Grant or has submitted a Free Application for Federal Student Aid and is a recipient of a financial need grant from an eligible college or university or any other need-based aid as determined by the Board of Regents.” Since students in the pilot will not be receiving a Pell Grant (they will only be deemed eligible), students in the pilot will receive a 1:5 matching grant from the college.

LCTCS colleges will support the 1:5 match for the 18-19 pilot. If the pilot is deemed successful and the initiative is continued beyond the 18-19 year, LCTCS hopes to work with Board of Regents and LOSFA staff to advocate for revisions to R.S. 17.3046.1 to support continuation of the program.

Prioritization of 4 and 5 Star Programs:

Attachment A outlines all of the programs that are eligible for the pilot. However, students in 4 and 5 star programs will be prioritized for the award over students in 2 and 3 star programs and programs with no LWC Star Rating (in the case of the PACT Apartment Maintenance program at Louisiana Delta Community College).

Timeline:

Because non-credit programs do not follow the typical, semester-based academic calendar, the Pilot could theoretically begin and end at any point. Below is a proposed timeline for implementation of the 18-19 Pilot.

August 22, 2018:	Pilot Proposal goes before Board of Regents
September 2018- December 2018:	Board of Regents/LOSFA staff complete APA process and work with LCTCS staff to develop technical process/procedures for administering the pilot
January 1, 2019:	Pilot officially begins
June 2019:	Report on outcomes of Pilot from spring 2019

ATTACHMENT A- PROPOSED PROGRAMS FOR 18-19 GO GRANT FOR NON-CREDIT PILOT

College	Name of Non-Credit Program	Contact/ Clock Hours	IBC	Total Cost of Program (includes equipment and all course materials)	CIP	LWC Star Rating
Baton Rouge Community College	NCCER Pipefitting	270	NCCER Pipefitting Levels 1-2	\$1,400	460502	5
	HVAC	270	HVAC Excellence- Light Commercial (Central Air), Electrical, and Electrical Heating	\$1,350	470201	5
	Heavy Diesel Engine	200	NATEF Curricula for medium/heavy truck systems	\$950	470600	5
	NCCER Instrumentation	365	NCCER Instrumentation Levels 1-2	\$1,400	470302	4
	Non-Destructive Testing	665	ASNT- Liq Penetrant Testing 1&2; Mag Particle Testing 1&2; Radiation Safety; Radiographic Testing 1&2; Ultrasonic Testing 1&2; Visual Testing 1&2	\$6,000	480508	4
	NCCER Heavy Equip Operator	350	NCCER Core, NCCER HEO Level 1	\$650	490202	4
	NCCER Mobile Crane Operator	240	NCCER Core, NCCER Mobile Cran Level 1	\$650	490206	4
	Certified Medical Assistant	144	NHCA- Certified Clinical Medical Assistant	\$1,695	510801	3
	NCCER Electrical	300	NCCER Electrical Levels 1-2	\$1,400	460302	5
	NCCER Millwright	300	NCCER Millwright Levels 1-2	\$1,400	470303	5
	Industrial Readiness Training	40	BPCC Industrial Readiness Training , OSHA 10	\$500	150699	5
	CompTIA Training	136	CompTIA Security+, CompTIA Cloud Essentials, CompTIA Network+	\$537	110201	4
Bossier Parish Community College	Certified Nurse Assistant	166	CNA, CPR, & First Aid	\$1,049	513902	2

ATTACHMENT A- PROPOSED PROGRAMS FOR 18-19 GO GRANT FOR NON-CREDIT PILOT

College	Name of Non-Credit Program	Contact/ Clock Hours	IBC	Total Cost of Program (includes equipment and all course materials)	CIP	LWC Star Rating
Central Louisiana Technical Community College	Commercial Vehicle Operations (CDL)	240	Louisiana Department of Motor Vehicle	\$5,500	490205	4
	Line Worker Training	600.5	NCCER Core- Level 1; OSHA 10; CPR First Aid	\$7,500	460302	5
	NCCER Pipefitting	535	NCCER Pipefitting Levels 1-4	\$6,420	460502	5
	NCCER Industrial Maintenance	1220	NCCER Industrial Maintenance Level 1-4; E&I	\$14,640	470303	5
	Green Infrastructure	40	National Green Infrastructure Certification	\$498	150701	4
	NCCER Core Plus Curricula w/ OSHA 10 & OSHA 30	100	NCCER Core; OSHA 10; OSHA 30	\$970	150701	4
	NCCER Adv Welding (Aluminum)	160	NCCER Adv Welding (Aluminum)	\$1,920	480508	4
	NCCER Welding Level 1	350	NCCER Welding Level 1	\$4,200	480508	4
	CCNA Routing & Switching	410	Cisco Certified Network Associate Routing and Switching	\$3,840	110201	4
	Medical Assistant Training	507	Certified Medical Assistant	\$2,800	510801	3
Delgado Community College	NCCER Electrical	585	NCCER Electrical Levels 1-4	\$7,020	460302	5
	NCCER Millwright	675	NCCER Millwright Levels 1-5	\$8,100	470303	5

ATTACHMENT A- PROPOSED PROGRAMS FOR 18-19 GO GRANT FOR NON-CREDIT PILOT

College	Name of Non-Credit Program	Contact/ Clock Hours	IBC	Total Cost of Program (includes equipment and all course materials)	CIP	LWC Star Rating
Fletcher Technical Community College	Certified Linework Training Program (with optional CDL Class A- Lineman)	760 (including 160 for optional CDL)	Certified Line Worker, OSHA 10, CPR/First Aid Basic Plus, NCCER Core, NCCER Power Line 1, LA Class A License (Optional)	\$12,481.46 (\$9,656 without GDL option)	460302	5
	Commercial Vehicle Operations (CDL)	320	LA Class A & B Licenses	\$5,300	490205	4

ATTACHMENT A- PROPOSED PROGRAMS FOR 18-19 GO GRANT FOR NON-CREDIT PILOT

College	Name of Non-Credit Program	Contact/ Clock Hours	IBC	Total Cost of Program (includes equipment and all course materials)	CIP	LWC Star Rating
Louisiana Delta Community College	C&M	224	NCCER Core, LED C&M, MSSC CPT	\$2,100	150699	5
	Commercial Vehicle Operations (CDL)	160	LA Class A CDL	\$3,000	490205	4
	PACT Apartment Maintenance	290	NCCER Core, HBI Nationally Certified Apartment Maintenance Technician	\$2,300	469999	no match
	HVAC	675	EPA Section 608 HVAC Ex Cert	\$22,000	470201	.5
Northshore Technical Community College	Certified Survey Technician	65	Certified Survey Technician	\$5,000	150000	4
			AWS Welding Level 1 (OSHA 10, Manual Oxyfuel cutting, manual plasma arc cutting, SMAW 1F Plate, SMAW basic beads, SMAW groove weld)			
	Welding	635		\$26,000	480508	4
	Machinist	570	Will propose to NTCC Advisory Board- Certificates for Bench, Lathe, and Mill	\$20,000	480508	4
Northwest Louisiana Technical College	Commercial Vehicle Operations (CDL)	160	Commercial Drivers License	\$3,500-\$5,000	490205	4
	EKG	90	EKG Technician	\$6,000	510902	4
	Welding	400	NCCER Welding Level One	\$300	480508	4
	Commercial Vehicle Operations (CDL)	545	CDL Class A	\$300	490205	4
Nunez Community College	Certified Nurse Assistant	170	Louisiana Department of Health Certified Nurs	\$300	513902	2
	Mobile Crane Operator	50	National Commission for the Certification of Crane Operators	\$5,500	490206	4
	EKG	150	National Healthcareer Association EKG Technician	\$1,020	510902	4
	Phlebotomy	250	National Healthcareer Association Phlebotomy Technician	\$1,800	511009	3
River Parishes Community College	Scaffolding	80	Industrial Scaffold Committee Basic Access Scaffold Builder	\$1,500	480508	4

ATTACHMENT A- PROPOSED PROGRAMS FOR 18-19 GO GRANT FOR NON-CREDIT PILOT

College	Name of Non-Credit Program	Contact/ Clock Hours	IBC	Total Cost of Program (includes equipment and all course materials)	CIP	LWC Star Rating
South Louisiana Community College	Power Lineman	600-800	CDL Class A, NCCER Core Certification, NCCER Power Lineman Worker Certification Level 1 & 2	\$10,000-\$12,000	460302	5
	HVAC	400-600	EPA Certification and NCCER Core Certification	\$4,000-\$6,000	470201	5
	Basic Industrial Scaffolding	120	Industrial Scaffold Committee Basic Access	\$4,500	480508	4
	Commercial Vehicle Operations (CDL)	245	CDL Class A or CDL Class B	\$5,100	490205	4
	Electrical Technician	400-600	NCCER Core, NCCER Electrical Level 1 & 2	\$4,000-\$6,000	460302	5
	NCCER Pipefitting	315	NCCER Core, Pipefitting Levels 1 and 2, OSHA 10	\$1,194	460502	5
SOWELA Technical Community College	HVAC	675	NCCER Core, HVAC Levels 1,2,3,4, OSHA 10	\$2,500	470201	5
	Non-Destructive Testing	649	NCCER Core, OSHA 10, ASNT: Liq Penetrant Testing 1&2; Mag Particle Testing 1&2; Radiation Safety; Radiographic Testing 1&2; Ultrasonic Testing 1&2; Visual Testing 1&2	\$5,500	150701	4
	Machinist	925	NCCER Core, Machinist Bench Work, Drill Press, Lathe, Mill, OSHA 10	\$1,999	480508	4
	Millwright	772.5	NCCER Core, Millwright Levels 1,2,3,4,5, OSHA 10	\$1,468	470303	5

Agenda Item VI.

Executive Summary

Campus Climate Survey

Act 172 of the 2015 Regular Session of the Louisiana Legislature requires a Campus Climate Survey be administered annually on a voluntary basis to all enrolled students at Louisiana's public post-secondary institutions. Along with the survey, the law requires a series of actions to be implemented at each public post-secondary institution. Board of Regents works with the Systems to ensure compliance with the law. Act 172 requires the Board to submit, by September 1, the survey results of each institution for the previous academic year to the Governor and the Senate and House Committees on Education (report attached). AY 2017-2018 represents the third consecutive administration of the survey.

The Campus Climate Surveys were administered at no cost in 2015-2016 and 2016-2017 in collaboration with EverFi, a campus safety and awareness vendor. Following the first two administrations, Regents' staff in consultation with representatives from the system offices determined not to continue the relationship with EverFi due to a variety of factors, including length of survey, lack of customization and non-representative response. Regents' staff researched national best practices to find an appropriate instrument and along with the systems, contracted with the University of Kentucky's (UK) *Center for Research on Violence and Women (CRVW)*, a national exemplar in campus climate research.

The UK survey was administered by CRVW for \$60,000 paid proportionately by each system based on their enrollment. Again, the resultant survey findings yielded non-significant findings with almost the same response rate of 3.5% (a total of 7110 respondents for AY 2017-2018 compared to 7541 for AY 2016-2017). The response rate was inadequate statistically and therefore not representative of the entire student population at an institution nor the student population of the state as a whole.

UK expressed concern with the requirement for a yearly administration of the survey due to survey fatigue as well as lack of incentives for survey completion. Last year, Regents' staff reached out to the authors of the ACT 172 of 2015 in order to explore the possibility of amending the timing of the survey with no success. As stated previously, with no amendment to the schedule of the survey, the BOR anticipates future years' participation to be equally low, with statistically insignificant survey results.

Despite the non-representative response rate, the survey yielded some information that is helpful to the campuses. Regents' staff will summarize the survey findings and recommendations at the Planning, Research and Performance Committee meeting.

The Senior Staff recommends that the Planning, Research and Performance Committee approve the 2018 Campus Safety and Victimization Survey Technical Report and authorizes staff to forward the report to the Governor and the Senate and House Committees on Education.



**Louisiana Board of Regents
Technical Report
Spring 2018**

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**Campus Safety & Victimization
Survey
Louisiana Board of Regents
Technical Report**

**Released by
Center for Research on Violence Against Women (CRVAW)
University of Kentucky
2018**

**Initiated and funded by
Louisiana Board of Regents**

Acknowledgements

Center for Research on Violence Against Women

Diane R. Follingstad, Ph.D., Director and Principle Investigator

Jaspreet Chahal, M.S., Research Program Manager

Report Designed and Edited by

Jaspreet Chahal

Other Contributors

Yucong Sang, Graduate Research Assistant

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Background Information

At the direction of the University of Kentucky's (UK) President Capilouto, the Campus Attitudes Toward Safety (C.A.T.S.) survey was developed by the Center for Research on Violence Against Women (CRVAW) to provide the administration with student data regarding campus safety for the purpose of internal quality improvement. Specifically, information was collected to assess the campus climate and students' experiences with a range of violence and harassment, including sexual violence and partner violence. It was expected this information would be used to plan services, educate stakeholders, and inform prevention efforts.

The CRVAW faculty, tasked as the survey development team, produced a comprehensive survey instrument with the goal of assessing a range of violence and harassment experiences that college students may encounter as well as to evaluate campus climate and safety issues. The survey consists of campus climate modules that covers perceptions of safety, knowledge of resources, inclination to use university resources, perceptions of university responses to sexual assault reports, attitudes toward affirmative consent elements, violence risk factors, bystander attitudes, bystander behaviors, and participation in campus programs. Additionally, the survey assesses students' victimization experiences with the following types of violence and harassment: bullying, sexual harassment, stalking, sexual assault, physical violence in relationships, psychological abuse in relationships, and reproductive coercion.

The survey was designed as a streamlined instrument that would require a short amount of time if the college student had little or no exposure to violence/harassment (average time 15-20 minutes). Those students would experience a shortened version because they would not see branching items that were used to collect more specific follow-up information from students who had reported that they had experienced that form of violence. To keep the focus on campus violence, the survey was designed to determine whether the adverse experiences of students involved other students or employees (i.e., faculty/staff) at the institution or individuals with no college affiliation. Sexual assault items additionally determined whether the incident took place at events or locations on the university/college campus.

Background Information

Survey Implementation

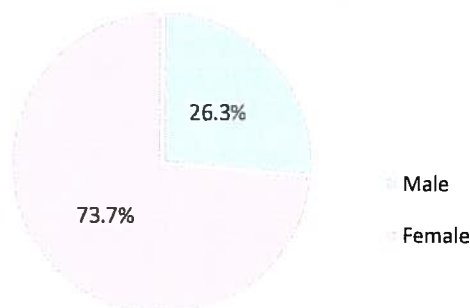
The Board of Regents of Louisiana had been cognizant of the University of Kentucky's survey and implementation strategies, and also recognized the potential for adaptation of C.A.T.S. for use with Louisiana colleges and universities. Following consultation with the PI and Research Program Manager for C.A.T.S. at UK, the Board of Regents requested that the survey be customized and adapted for use with the 32 public institutions of higher education in Louisiana. Following a contract between the Board of Regents and the University of Kentucky, the survey was posted on Qualtrics, a survey platform to which the University of Kentucky subscribes and which is located behind the university's firewalls and security systems. Upon approval from the Board of Regents, the UK team provided a website link which the Board of Regents passed on to individual Louisiana institutions for the purpose of contacting their students with the request to complete the survey. With the website link, students from any of the 32 institutions could directly access the survey to provide anonymous information. Individual institutions were requested by the Board of Regents to devise promotional and incentive strategies, if possible, to increase the likelihood of students participating voluntarily.

Because this was the first time that this particular survey was utilized and distributed to Louisiana campuses, target dates for administration of the survey were delayed while individual schools met IRB requirements and devised the promotional strategies. Thus, many students received the survey toward the end of the Spring semester 2018. As of May 2018, a total of 7,110 students had responded to this voluntary survey link across the 32 institutions of higher education. Of this total, 73.7% were female students and 26.3 % were male students. The Board of Regents anticipates that earlier distribution of the survey and advanced planning time for institutions to develop strategies for promotion and incentives is likely to increase participation in upcoming years.

Demographic Information of Survey Respondents

Please note: Demographic information applies only to students who completed this survey in the post-secondary institutions in Louisiana. The results of each section of the survey are presented both for all the students responding from the 32 Louisiana institutions and by participant gender (i.e., male, female).

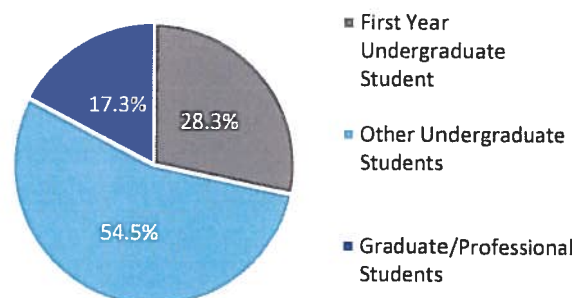
GENDER



Louisiana Board of Regents directed all institutions to distribute the Campus Safety & Victimization survey in the spring semester of 2018. As of May 2018, a total of 7,110 students responded to the voluntary survey link distributed among colleges and universities. For this population of students who completed the survey, 73.7% were female students and 26.3% were male students.

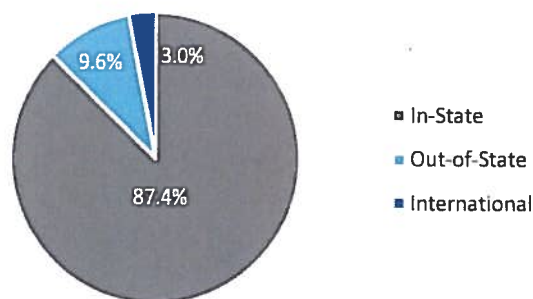
STUDENT CLASSIFICATION

Student classification revealed that 28.3% were first-year students on campus, 54.5% were non-freshmen undergraduates, 17.3% were graduate and/or professional students.

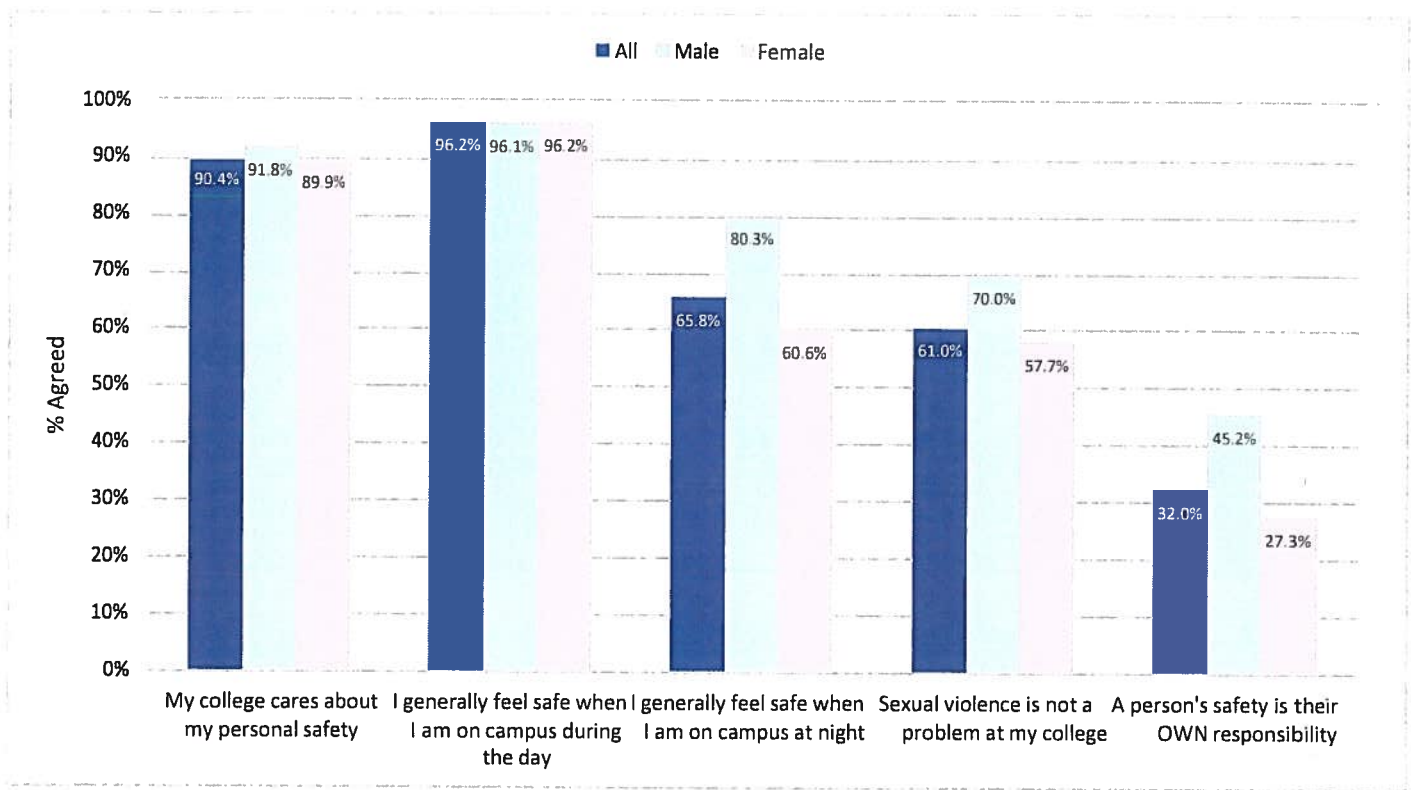


REGION

More students were from Louisiana with in-state status (87.4%) than from other states or other countries (12.6%). The majority of students were Domestic students (97%); only 3% of student participants were International students.



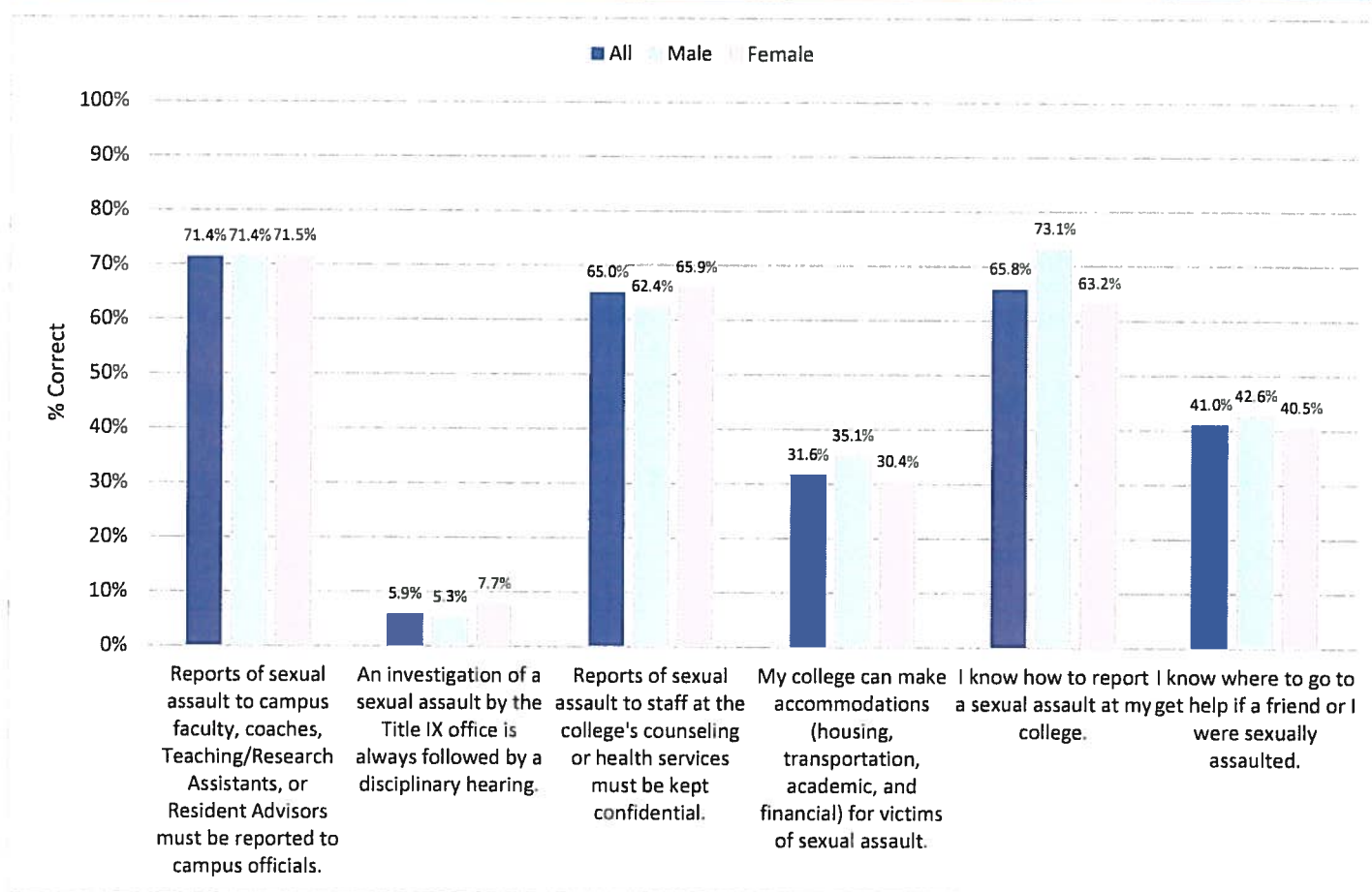
Perception of Safety



Figures reflect percentage of responding students who agreed with these five statements

Generally, students feel quite safe at their institutions. Almost all students (90.4%) believed that their college cares about their safety. More students felt safe during the day on campus (96.2%) than at night (65.8%), but this difference in perception of safety was mostly due to approximately 30.4% of the female students indicating they did not feel safe at night compared with feeling safe during the day. In contrast to general perceptions of safety, only 61% of students believed that sexual violence was NOT a problem on their campus. Males (70%) more than females (57.7%) reported that sexual violence is NOT a problem at their institution. Approximately 32% of students thought that their safety is their own responsibility and not others' responsibility. Male students more frequently endorsed this response (45.2%) than female students (27.3%).

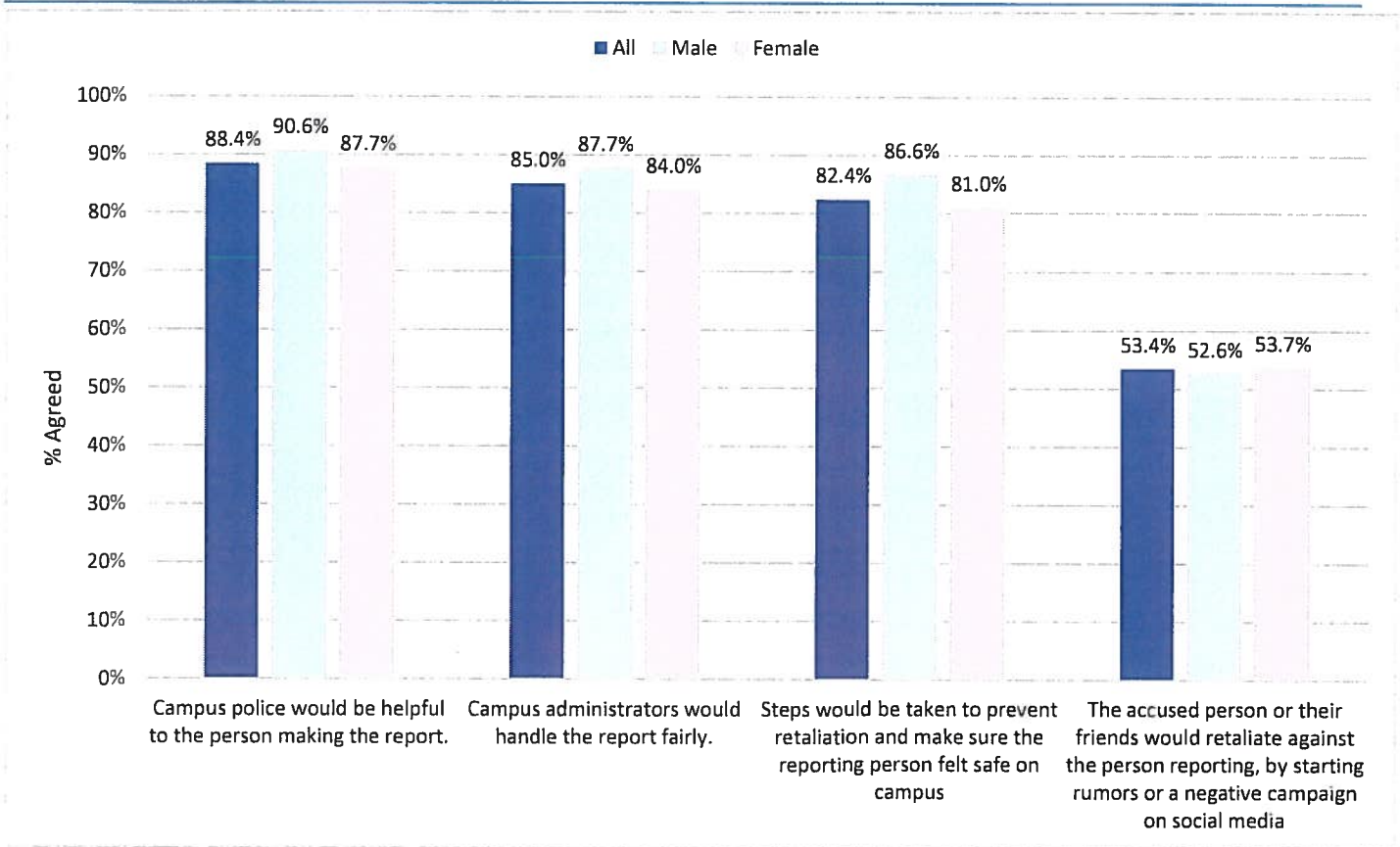
Knowledge of Resources



Figures reflect percentage of responding students who were accurate regarding these statements

Although more than half of the students were accurate regarding knowledge related to reporting sexual assault, this still leaves a significant proportion of students who are not correctly informed. Approximately 71% were aware that personnel (e.g., faculty, TAs, RAs, coaches) would be required to report to campus officials if they were informed that a sexual assault had occurred. Few students (5.9%) were aware that a Title IX investigation of a sexual assault is not necessarily followed by a disciplinary hearing, thus 94.1% did not accurately respond for this item. Because of reporting requirements, one knowledge item determined whether students knew that certain sources on campus would keep any reports of sexual assault confidential; approximately 65% of the students were accurate that counseling sources provided confidential services; however, more females (65.9%) than males (62.4%) were aware of this. Only 31.6% of the students were aware that accommodations can be made for victims of violence. Only 65.8% of students said they knew how to report a sexual assault at their college and only 41% reported knowing where to go to get help if they or a friend were sexually assaulted. This means that 59% of the students who completed this survey DO NOT know how to get help if they were victims of sexual assault.

Perception of Institution Response to Sexual

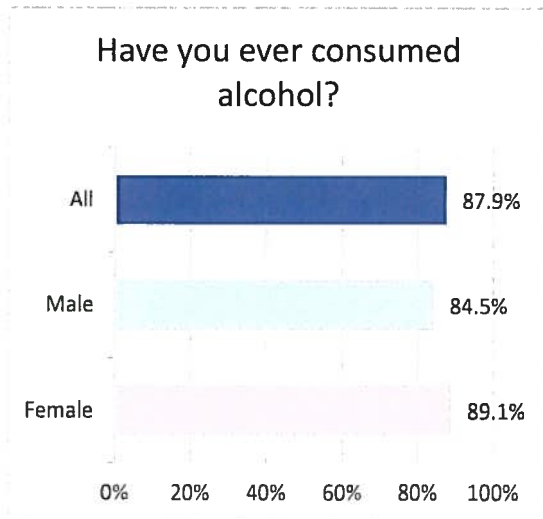


Figures reflect percentage of responding students who agreed with these four statements regarding the response of their campus to a sexual assault.

When asked how their campus would respond to a sexual assault, most students believed that their institution would respond in a fair and helpful manner to a report of sexual assault. Specifically, 88.4% believed campus police would be helpful, and 85% believed the administration would handle the report fairly. Approximately half (53.4%) of the students responded that they expected the accused person or his/her friends would retaliate against the person reporting a sexual assault; however, 82.4% believed that steps would be taken by campus personnel to prevent such retaliation against the person making the report. Male and female students were somewhat similar in their perceptions of how the college would respond to reports of sexual assault.

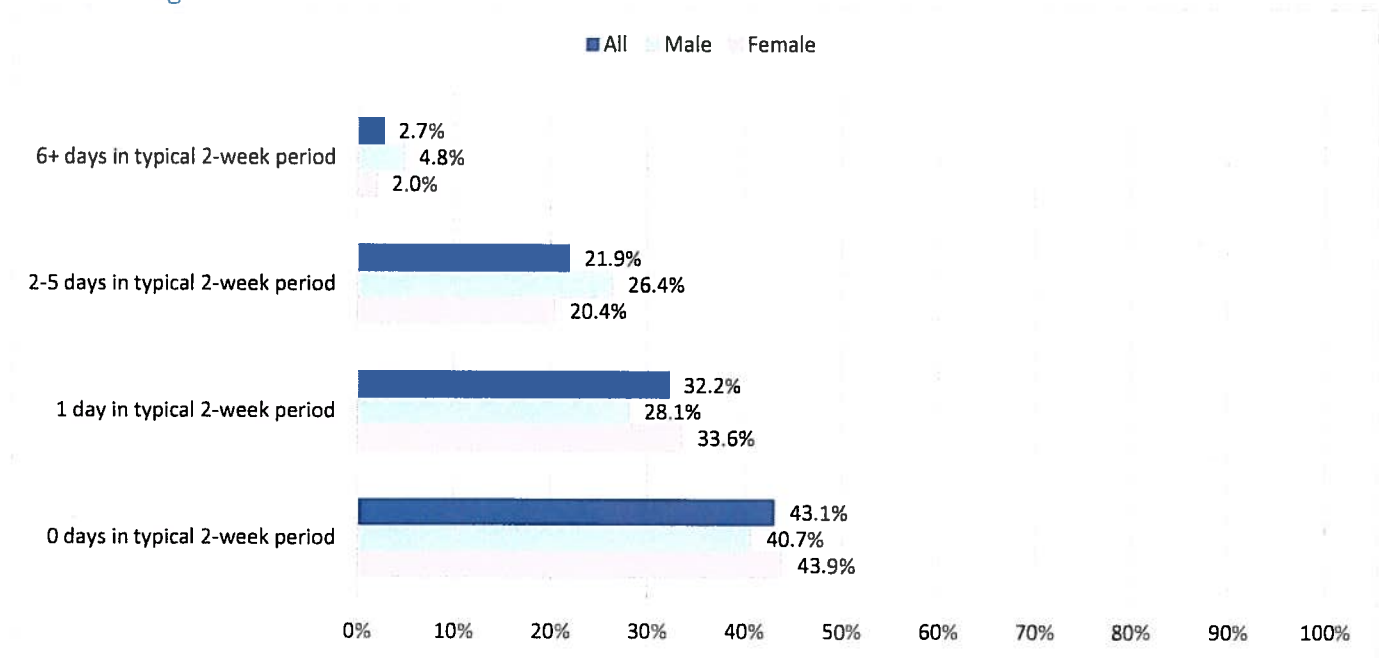
Social Life/Risk Factors

Drinking



Approximately 88% of students claim that they have had at least one alcoholic drink in their lifetime, with surprisingly fewer males (84.5%) than females (89.1%) reporting ever having had at least one drink.

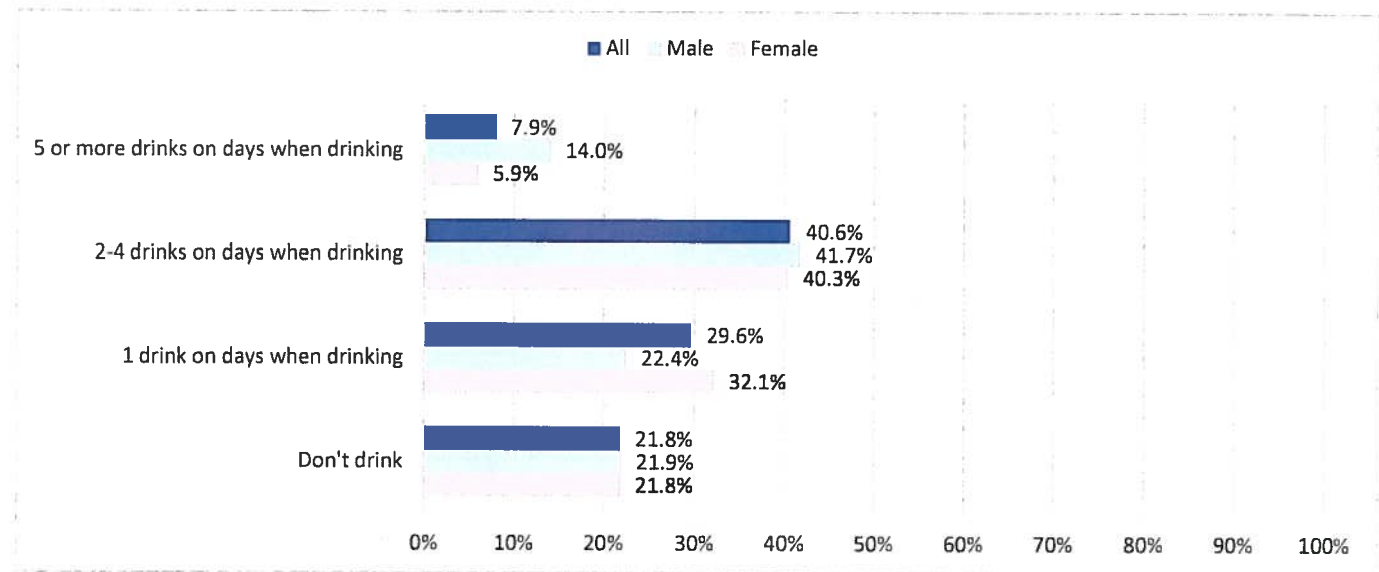
Drinks During 2-week Period



The 88% of students who claimed that they have had at least one alcoholic drink in their lifetime reported how frequently they drank alcohol in a typical two-week period during the current spring semester. While 43.1% claimed not to have had anything to drink, 32.2% of the students drank on at least 1 day, 21.9% drank on 2-5 days, and 2.7% drank on 6 or more days during that period. Reports by male and female students suggested fairly similar percentages fell into the different categories, except that almost twice as many male students (4.8%) than female students (2%) reported drinking 6 or more days.

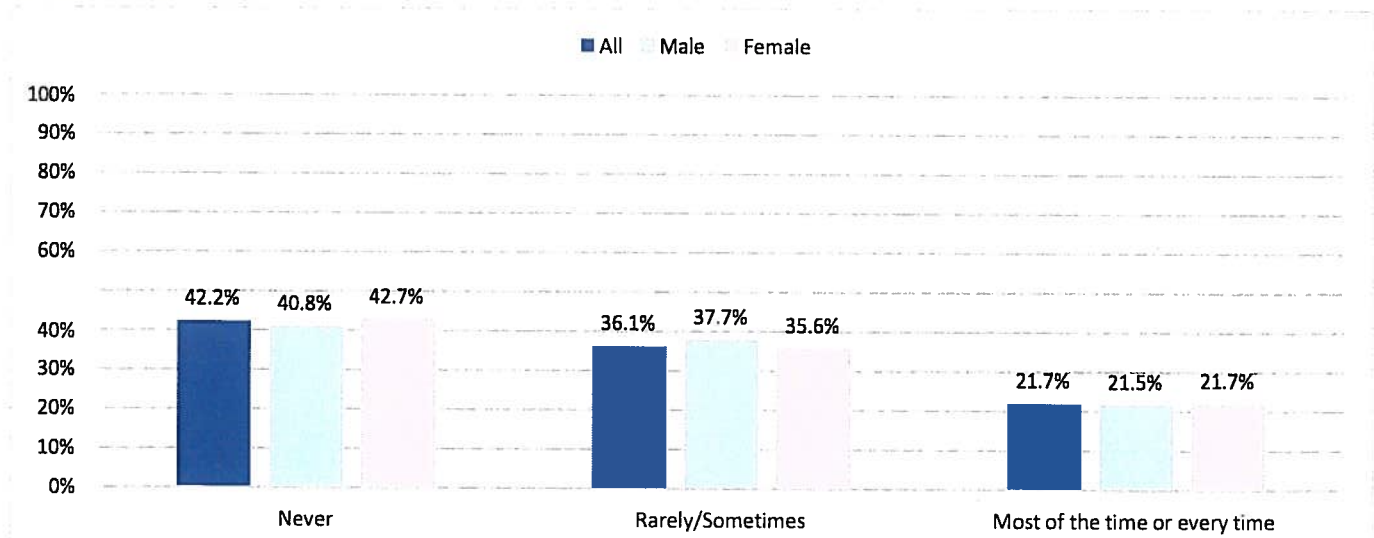
Social Life/Risk Factors

Drinking



Of the students who reported drinking during a typical 2-week period, 5.9% of the students report they consume at least 5 drinks on days that they do drink, with 14% of the male students reporting this pattern and 7.9% of female students reporting this pattern. The majority of students consume between 2-5 drinks on days that they drink during a typical 2-week period.

Drinking Before Events

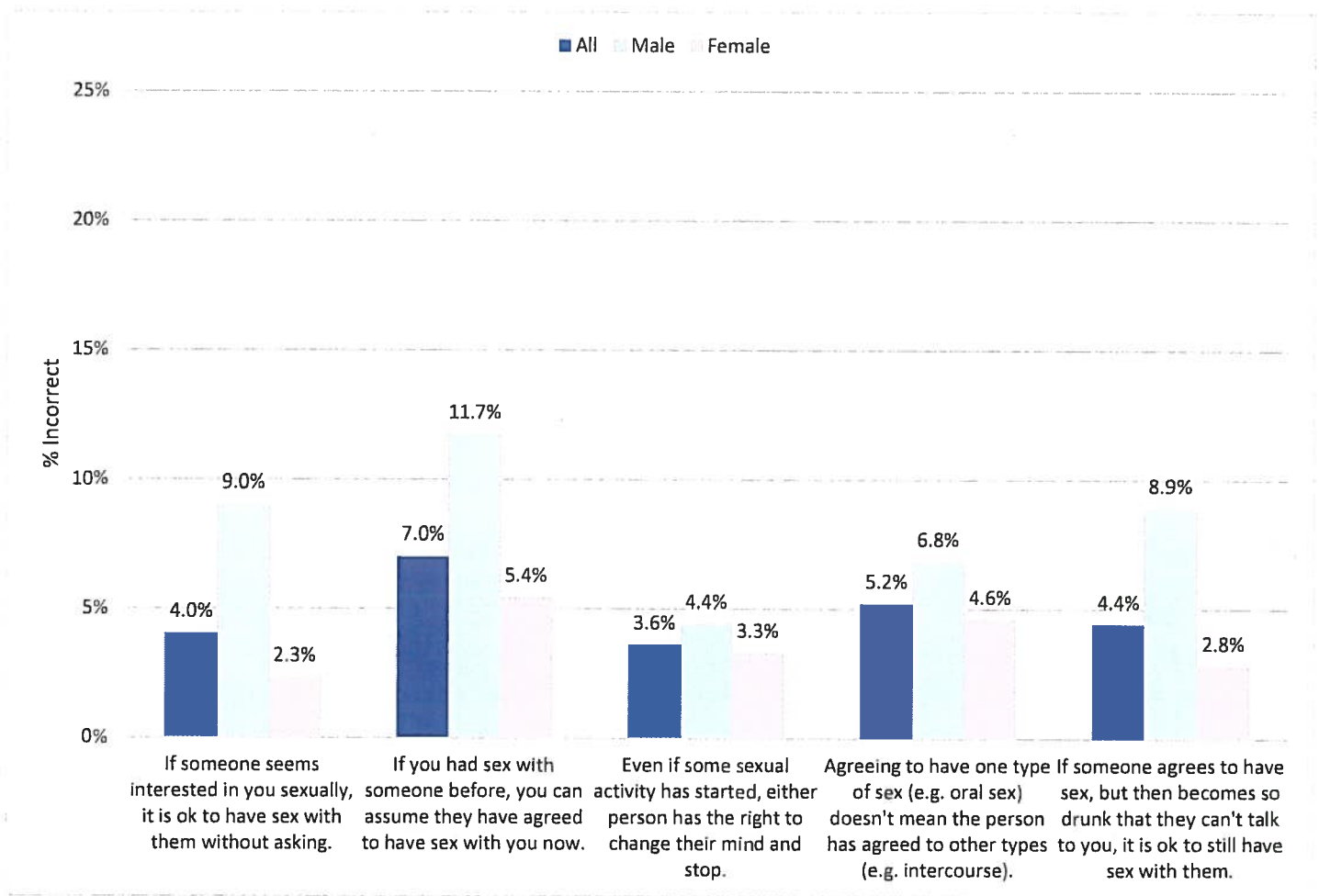


Of those who have had alcohol, the percentages of respondents indicating how frequently they drink before going to a party/bar/event

Approximately 42% of students reported they never drink before going to a party/bar/event. Male and female students report patterns of “pre-gaming” at similar percentages.

Social Life/Risk Factors

Elements of Affirmative Consent

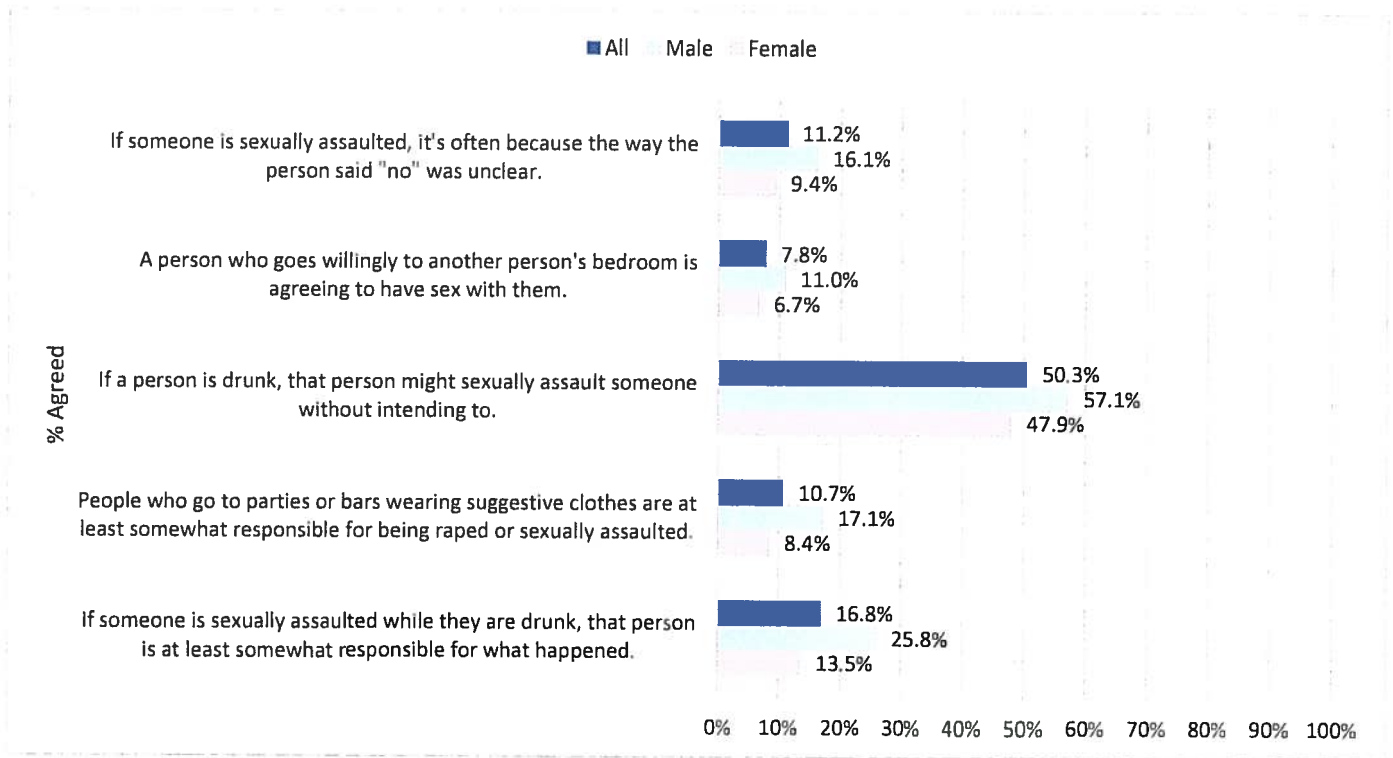


*Figures reflect percentage of students who responded **incorrectly** to elements of affirmative sexual consent.*

Most students (93-96%) agreed with these five statements about elements of consent. However, an average of 5% of students responded incorrectly, with striking differences in responses between male and female students. While an average of 3.7% female students responded incorrectly to these statements, an average of 8.2% of male students responded incorrectly.

Social Life/Risk Factors

Rape Myths

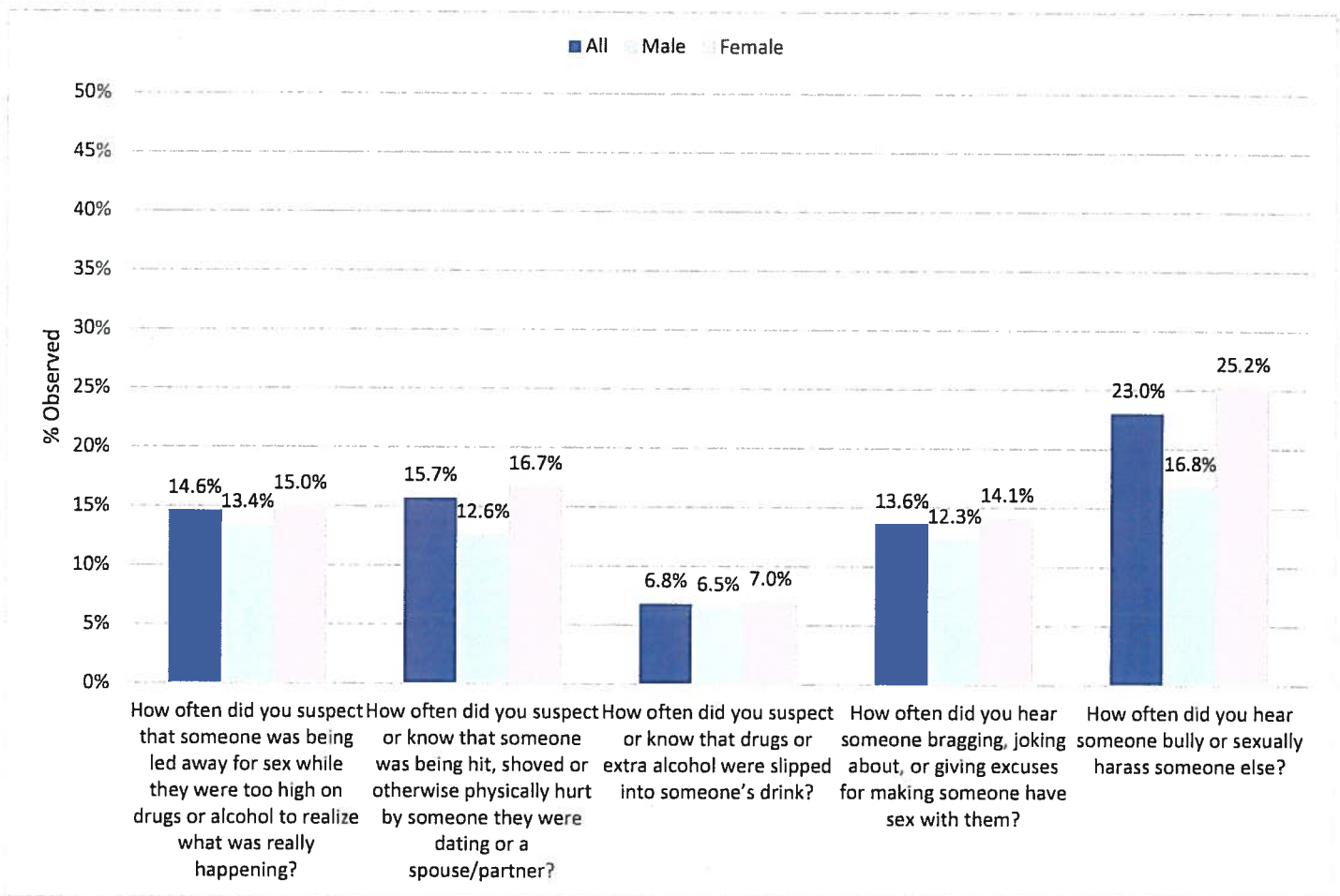


Figures reflect percentage of students who agreed with each statement

This survey included five items to assess students' attitudes towards myths about rape. As indicated above, most of the myths were not endorsed by most of the student respondents. However, females were more likely than males to disagree with the rape myths. The most surprising result in this section was the tendency of students, both male (57.1%) and female (47.9%), to agree with the idea that a drunk person might sexually assault someone without intending to do so.

Social Life/Risk Factors

Observation of Risky Behaviors

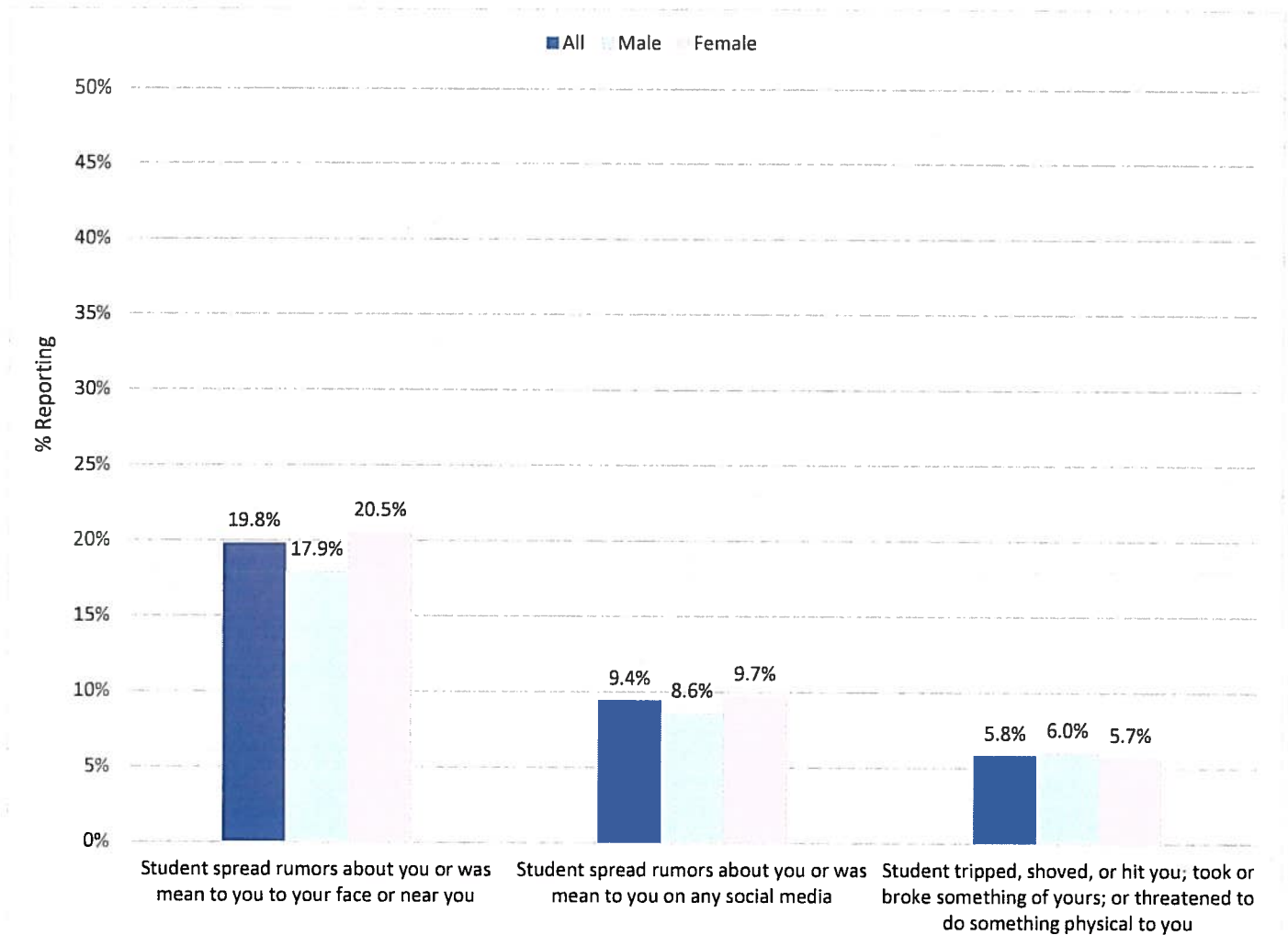


Figures reflect percentage of respondents who reported observing the incident at least once in the past year.

Students witnessed events involving risky situations for which there possibly was opportunity to intervene. Students (14.6%) reported that they witnessed events in which they suspected someone was being led away for sex while they were too high on drugs or alcohol to realize what was really happening. Female students (15%), more than male students (13.4%), reported that they witnessed this. A higher percentage of female students (14.1%) than male students (12.3%) reported hearing someone bragging, joking about, or giving excuses for making someone have sex with them. Students suspecting or knowing that someone was being hit, shoved or otherwise physically hurt by someone they were dating or a spouse/partner (15.7%) were comprised of a slightly higher percentage of female students (16.7%) than male students (12.6%) reporting this type of risky behavior. Approximately one-fourth (23%) of students witnessed someone bullying or sexually harassing another student, especially females (25.2%) who witnessed this more than males (16.8%).

Victimization Experiences

Bullying

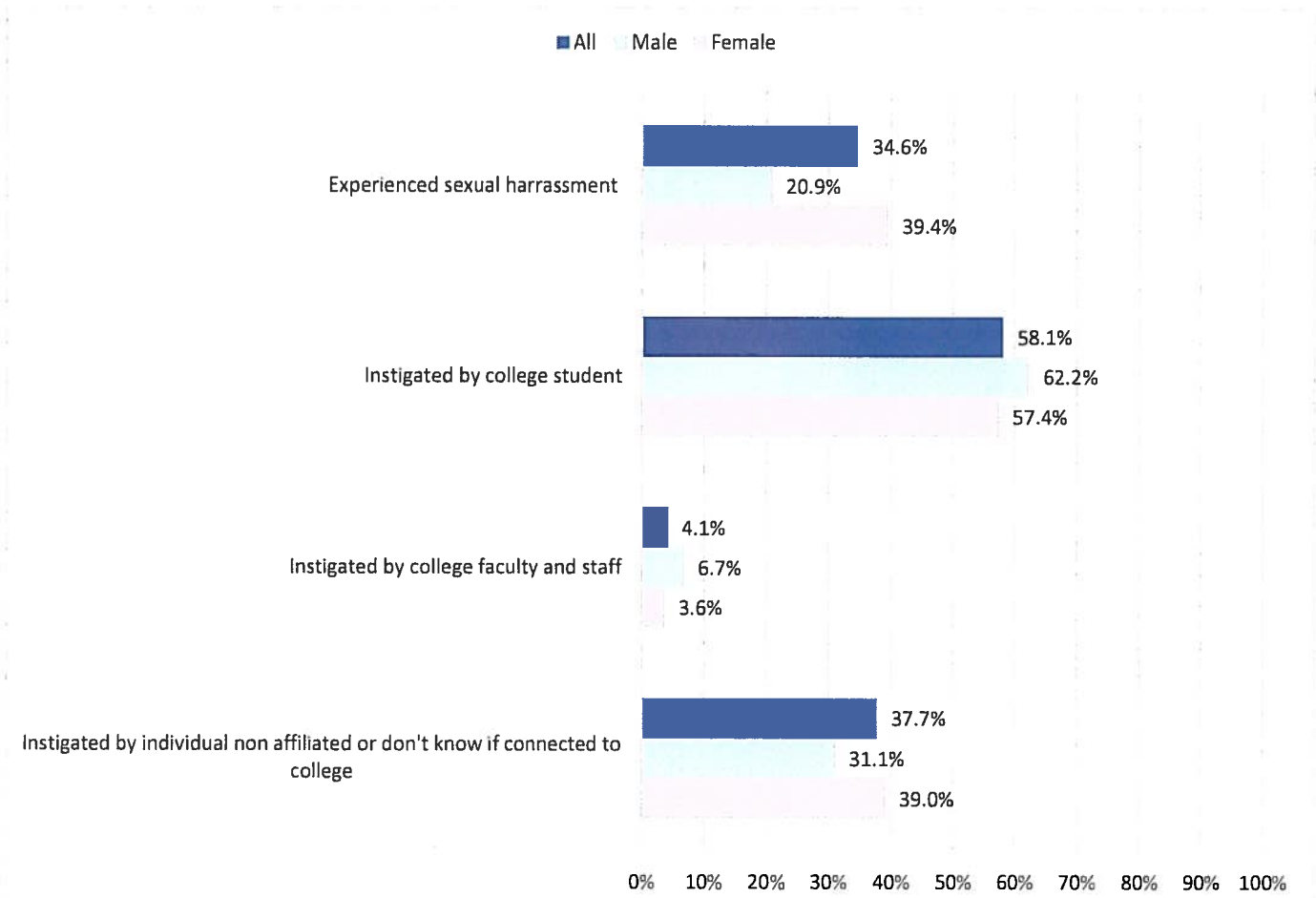


Figures reflect percentage of respondents who reported experiencing at least one of the types of bullying incidents in the past year.

Within the past year, 19.8% of Louisiana students said they were directly verbally bullied, with a slightly higher percentage of female students (20.5%) than male students (17.9%) reporting this. Approximately 9% of the student respondents reported being bullied on an anonymous or other social media forums, and this experience was reported at slightly higher rate by females (9.7%) and males (8.6%). Overall, 5.8% of the student population reported physical bullying, and this type of bullying was experienced by male students (6.0%) slightly more than female students (5.7%).

Victimization Experiences

Sexual Harassment



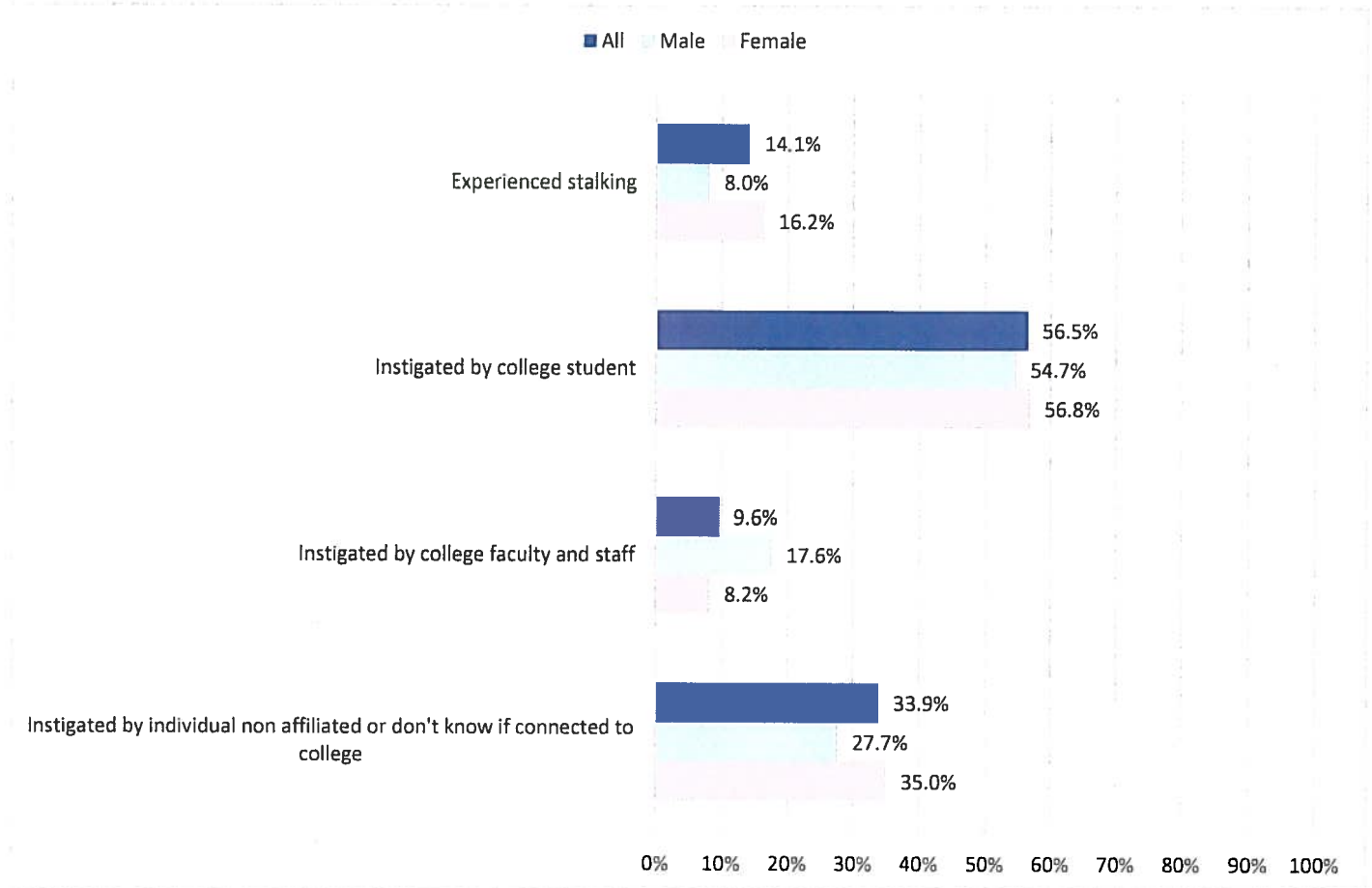
Figures reflect percentage of respondents who reported experiencing at least one type of sexual harassment incident in the past year and, for those reporting sexual harassment, whether the offender was affiliated with their institution.

Sexual harassment, defined as experiencing at least one of the six types of sexual harassment once during the last year, was reported by 34.6% of the students. Sexual harassment was directed toward proportionally more female students (39.4%) than male students (20.9%).

Overall, of the students experiencing sexual harassment, 4.1% reported that the person sexually harassing them was affiliated with their institution as a faculty or staff member. More male students (62.2%) reported experiencing sexual harassment by a student than females (57.4%). Similarly, more males (6.7%) than females (3.6%) reported that the person sexually harassing them was a faculty or staff member. Female respondents reported a greater percentage of sexual harassment occurring with partners who were not affiliated with their college (39.0%) than male (31.1%).

Victimization Experiences

Stalking



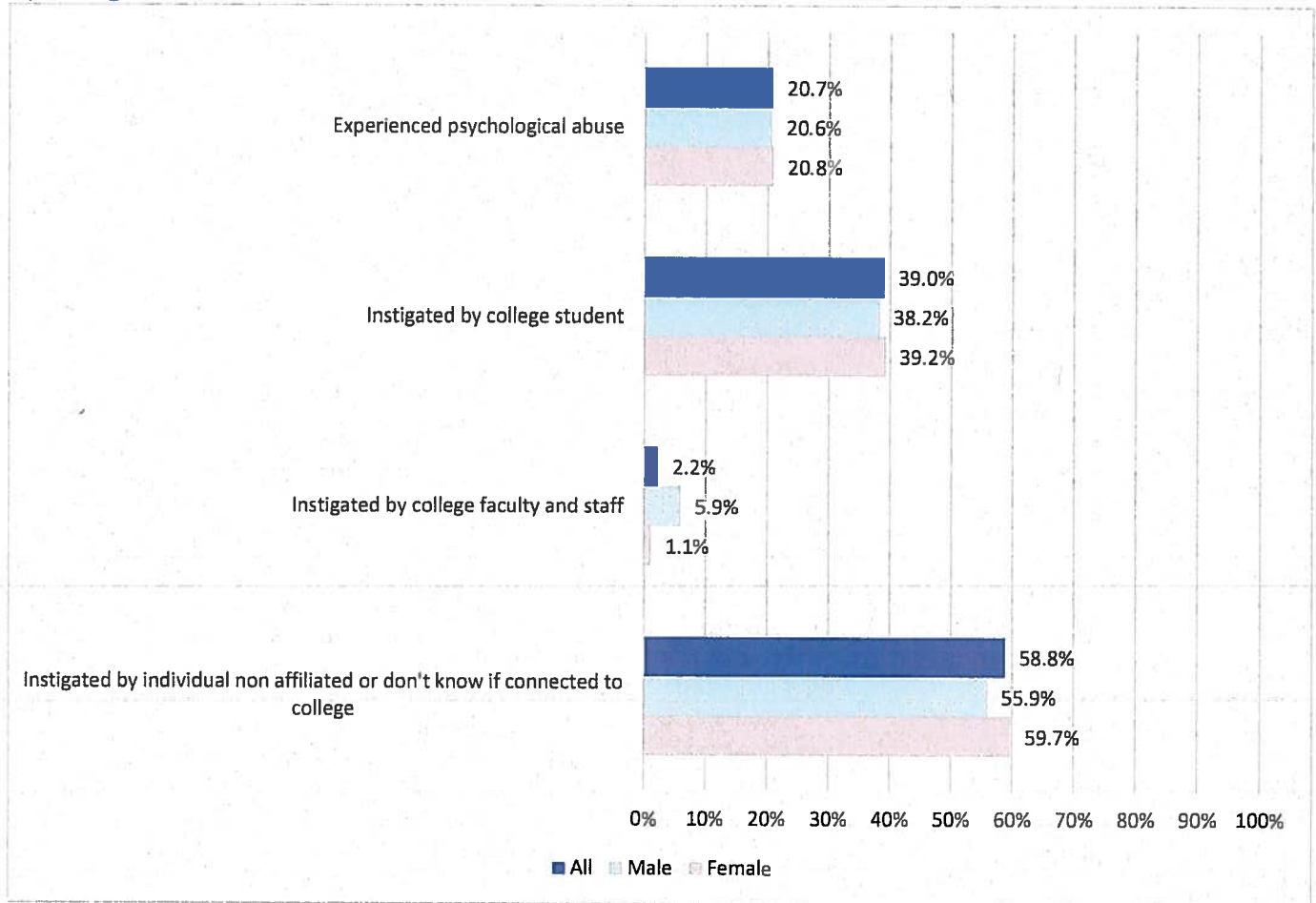
Figures reflect percentage of respondents who reported experiencing at least one type of stalking incident in the past year and, for those reporting stalking, whether the offender was affiliated with their institution.

Over the past year, 14.1% of Louisiana students reported they experienced at least one form of stalking during the last year that made them afraid. However, a greater percentage of female students (16.2%) reported being stalked than male students (8%). Overall, 56.5% of those students stalked reported the stalkers were students and 9.6% were faculty and staff. Males (54.7%) and females (56.8%) reported being stalked by a student at similar rates, but male students (17.6%) reported being stalked by a faculty or staff member more frequently than female students (8.2%). Female respondents reported a greater percentage of stalking occurred with partners who were not affiliated with their college (35.0%) than male respondents (27.7%).

Victimization Experiences

Intimate Partner Victimization

Psychological Abuse

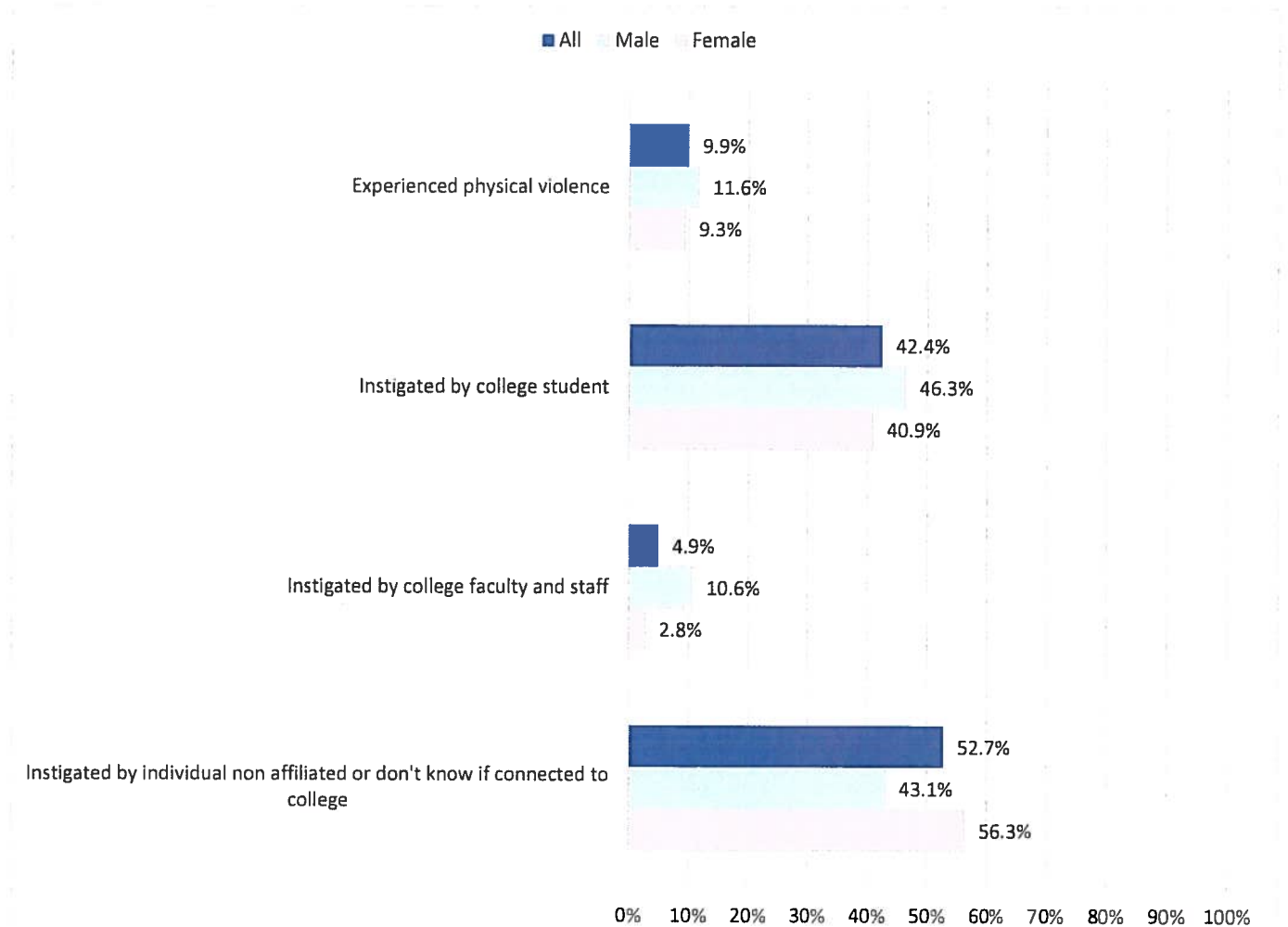


Figures reflect percentage of respondents who reported experiencing at least one incident of psychological abuse in the past year and, for those reporting psychological abuse, whether their partner was affiliated with their institution.

Among students, 20.7% reported experiencing at least one form of serious psychological abuse (e.g., monitoring, intimidation) in their intimate relationships during the last year, with no differences between genders. Approximately a third (39%) of these students indicated that the partner engaging in the psychological abuse was a student. However, a higher percentage of male students (5.9%) than female students (1.1%) reported the partner was a faculty or staff member, and a higher percentage of female students (59.7%) than male students (55.9%) reported the partner was not affiliated with their college.

Victimization Experiences

Physical Abuse

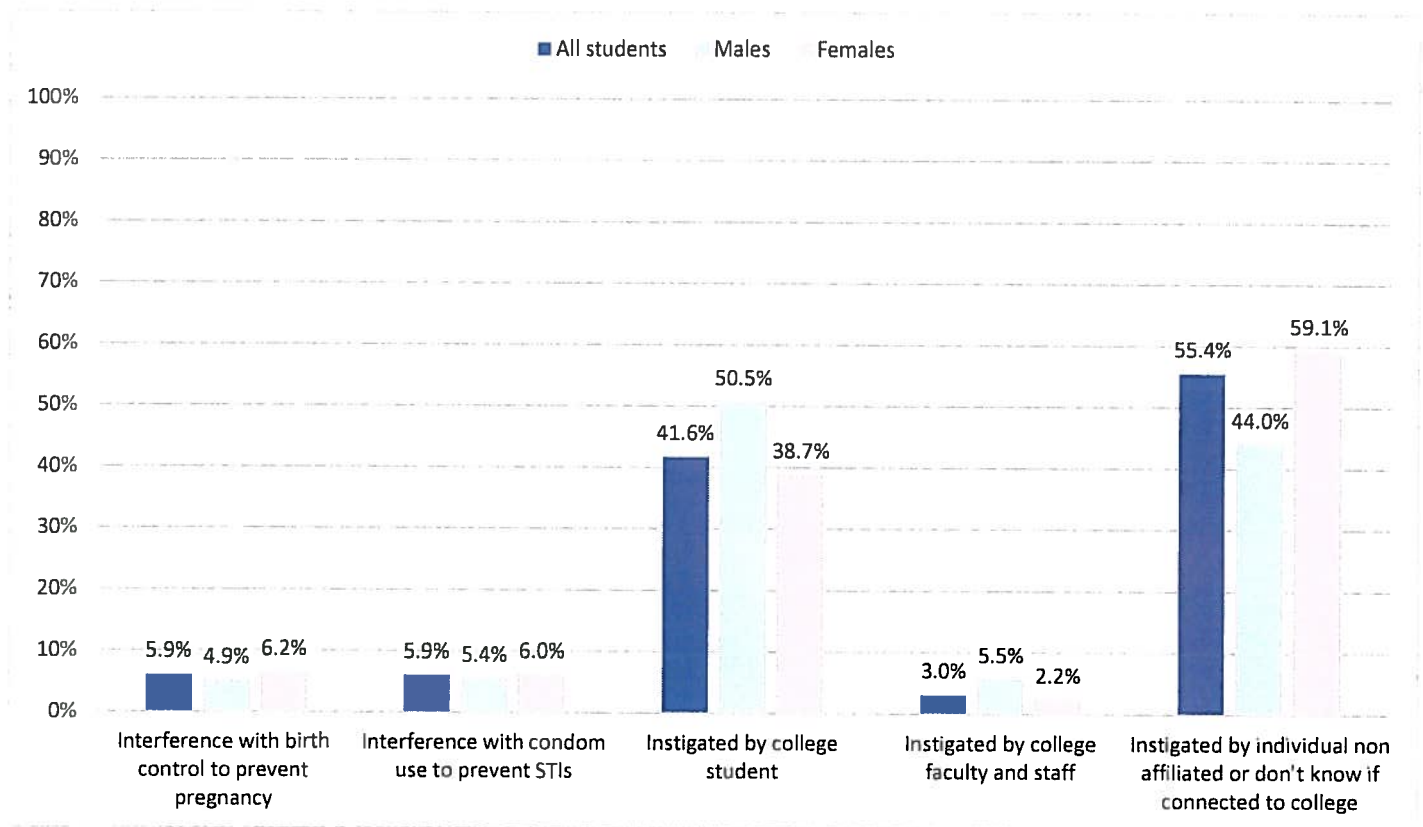


Figures reflect percentage of respondents who reported experiencing at least one incident of physical violence in the past year and, for those reporting physical violence, whether their partner was affiliated with their institution.

Overall, 9.9% of the student respondents reported an incident of physical force or violence directed toward them in the last year by a dating partner or spouse/partner, with higher reported rates by males (11.6%) than females (9.3%). A higher percentage of male students (10.6%) than female students (2.8%) reported the partner was a faculty or staff member, and a higher percentage of male students (46.3%) than female students (40.9%) reported the partner was a student. Female students (56.3%) had higher percentages of abusing partners who were not affiliated with their college than male students (43.1%).

Victimization Experiences

Reproductive Coercion



Figures reflect percentage of respondents who reported experiencing at least one incident of reproductive coercion in the past year and, for those reporting reproductive coercion, whether their sexual partner was affiliated with their institution.

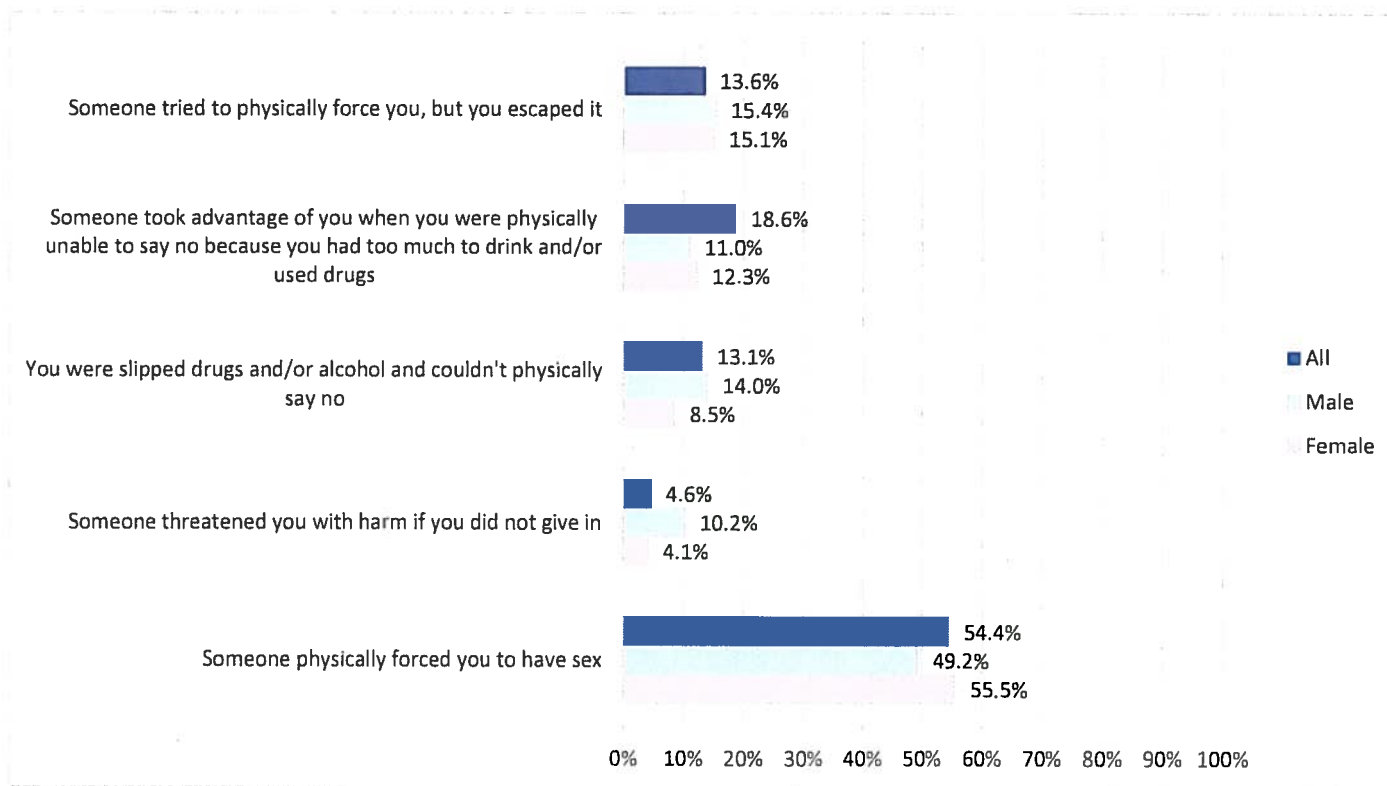
Students who had a sexual partner in the prior year reported whether they ever had a sexual partner interfere with their use or desire to use birth control or condoms. Overall, 5.9% of students reported that a sexual partner interfered with using birth control to prevent pregnancy, with smaller percentages of male (4.9%) than female (6.2%) students reporting this form of reproductive coercion. When asked to report interference with using condoms to prevent STIs, 5.9% of the students overall reported this type of reproductive coercion with more female (6.0%) than male (5.4%) students reporting this. Of those respondents who reported a form of reproductive coercion, 41.6% identified another student as the perpetrator with more males (50.5%) than females (38.7%) reporting another student responsible for the coercion. Students indicated that 3.0% of the partners who interfered with pregnancy and STI prevention were college faculty and staff; similarly, more males reported higher rates (5.5%) than females (2.2%). Female respondents reported a greater percentage of their experienced reproductive coercion occurred with partners who were not affiliated with their college (59.1%) than male respondents (44.0%).

Sexual Assault Victimization Experiences

Sexual Assault Victimization Experiences (n=351)

Of the five defined categories for sexual assault, the greatest proportion of sexually assaulted respondents reported being physically forced (54.4%). This group constituted 0.7% of the total student respondents. The percentages of sexually assaulted students falling into the other sexual assault categories are as follows:

Category	% of Sexually Assaulted Respondents	% of Student Respondents
1. Physical Force	54.4%	2.7%
2. Voluntarily Drank or Use Drugs	18.6%	0.6%
3. Slipped Drugs or Alcohol	13.1%	0.7%
4. Threatened with harm	4.6%	0.3%
5. Escaped the assault	13.6%	0.8%



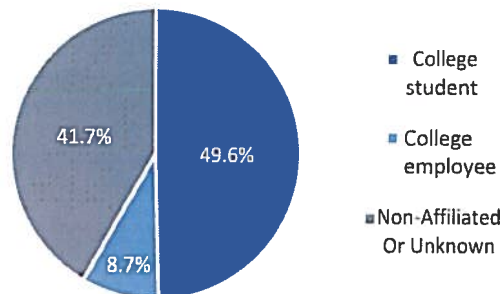
Percentages reflect the experiences of the 351 (5% of total students) reporting sexual assault

Students responding to the survey (n=351; 5.0%) reported sexual assaults (vaginal, oral, or anal sex) that occurred in the past year. Of those students, males who reported being sexual assaulted constituted 3.2% of the male survey respondents and females who reported being sexual assaulted constituted 5.6% of the female respondents. Reports of sexual assault were made by 292 females and 59 males. Gender differences were similar across the different categories of sexual assault with two exceptions: a) when a victim was slipped a substance, males reported a higher occurrence (14%, or 0.3% of male respondents) than females (8.5%; or 0.8% of female respondents); and b) if a threat resulted in an assault almost twice as many males (10.2%; or 0.3% of male student population) reported being threatened than females (4.1%; or 0.2% of female student population).

Sexual Assault Victimization Experiences

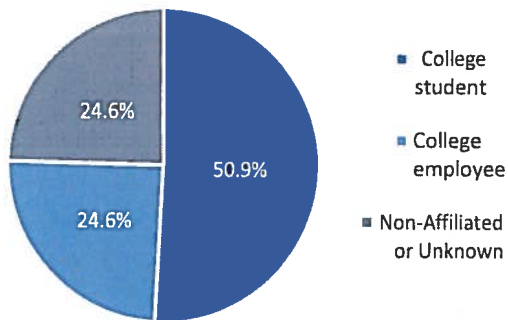
Perpetrator's Relationship to College/University

All Students

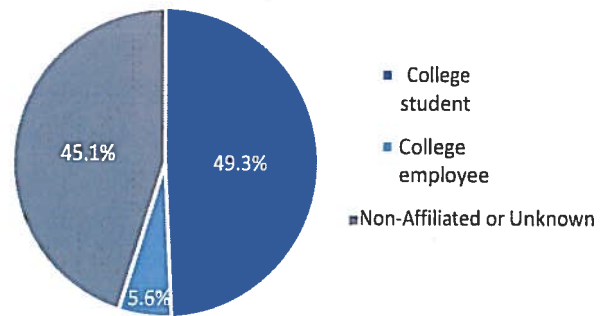


The majority of individuals committing the sexual assaults were reported to be students (49.6%). Approximately 8.7% of perpetrators were reported to be college employees (e.g., faculty, staff, RAs/TAs, coaches), while 41.7% were reported to be individuals not affiliated with the institution or their affiliation was unknown.

Male Students



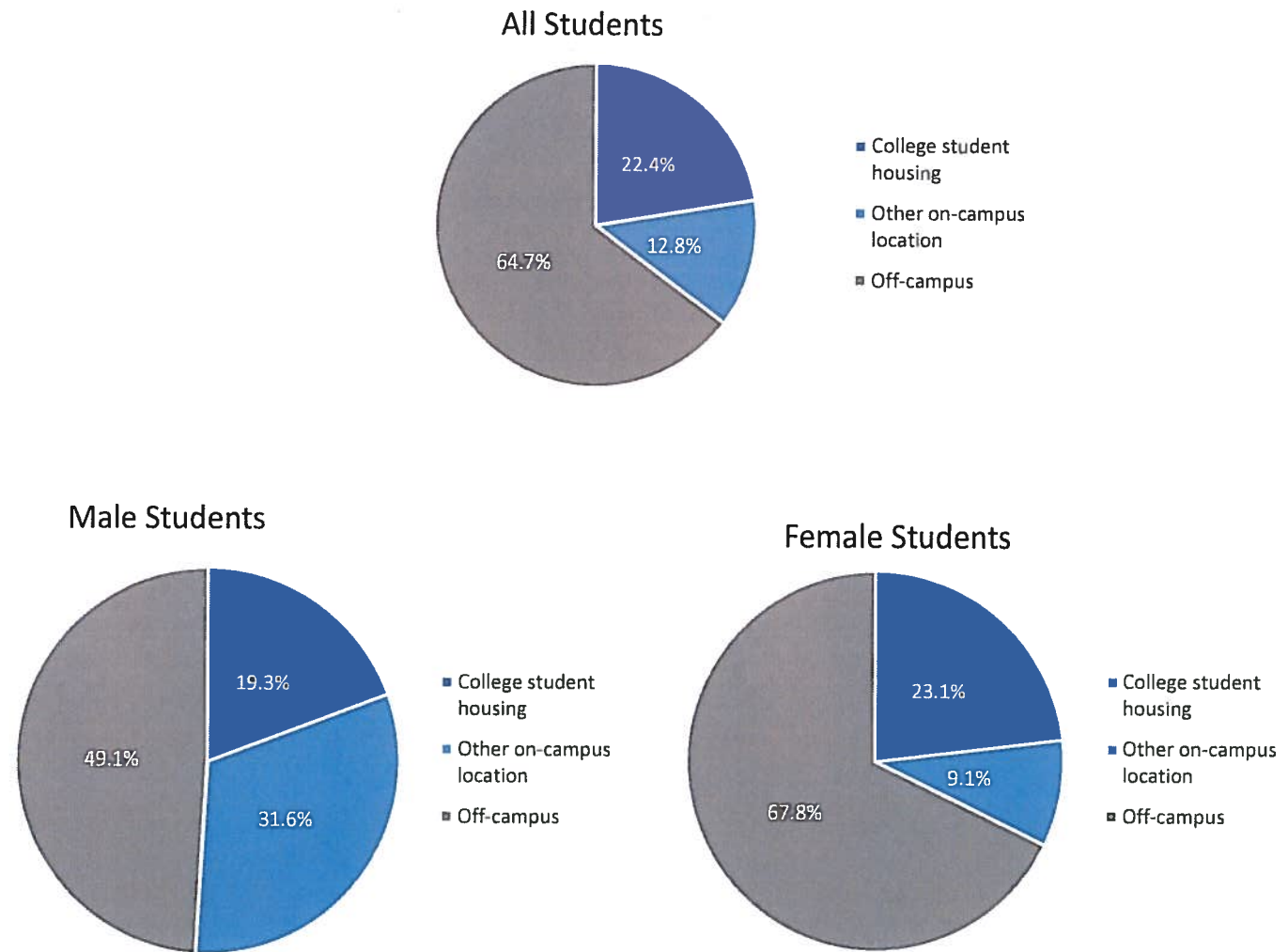
Female Students



Proportionally both female and male students reported similar percentages for the perpetrator being a student (49.3% vs. 50.9%), while more male students (24.6%) than female students (5.6%) reported victimization by college faculty and employees. More female students (45.1%) than male (24.6%) reported victimization by someone not affiliated with the institution or they did not know the affiliation of their perpetrator.

Sexual Assault Victimization Experiences

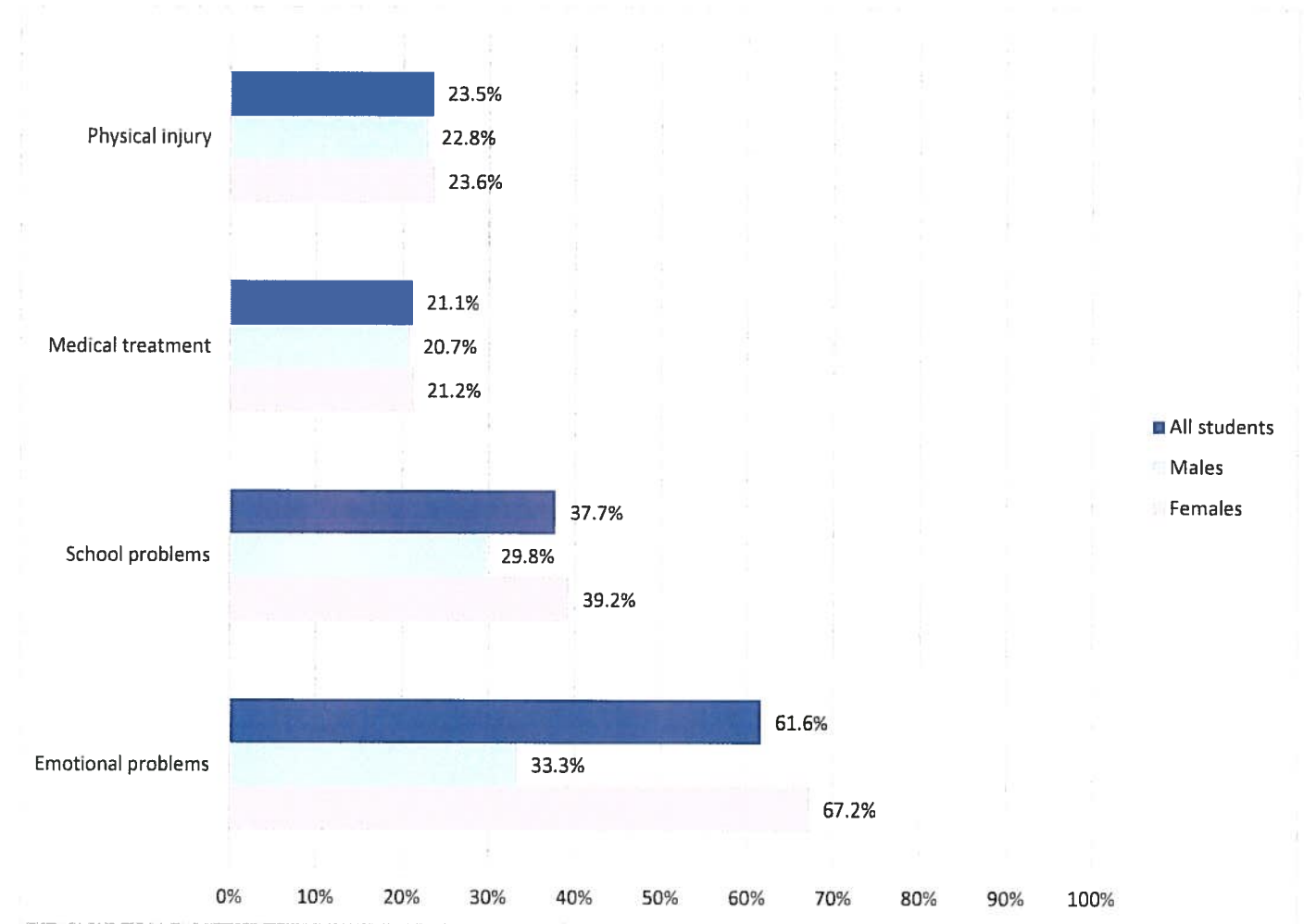
Location of Sexual Assaults



For the locations that were reported by students as the site of the sexual assault, proportionally 22.4% occurred in student housing (e.g., dorms), 12.8% occurred in other locations on-campus (e.g., fraternity/sorority house, study abroad, other campus building), and 64.7% occurred off-campus. More females (23.1%) than males (19.3%) reported sexual assaults occurring in dorms; more males (31.6%) than females (9.1%) reported the assaults occurring in other on campus locations (e.g. fraternity/sorority houses, campus buildings, outside on campus or study abroad) Conversely, more females (67.8%) than males (49.1%) reported assaults occurring off-campus.

Sexual Assault Victimization Experiences

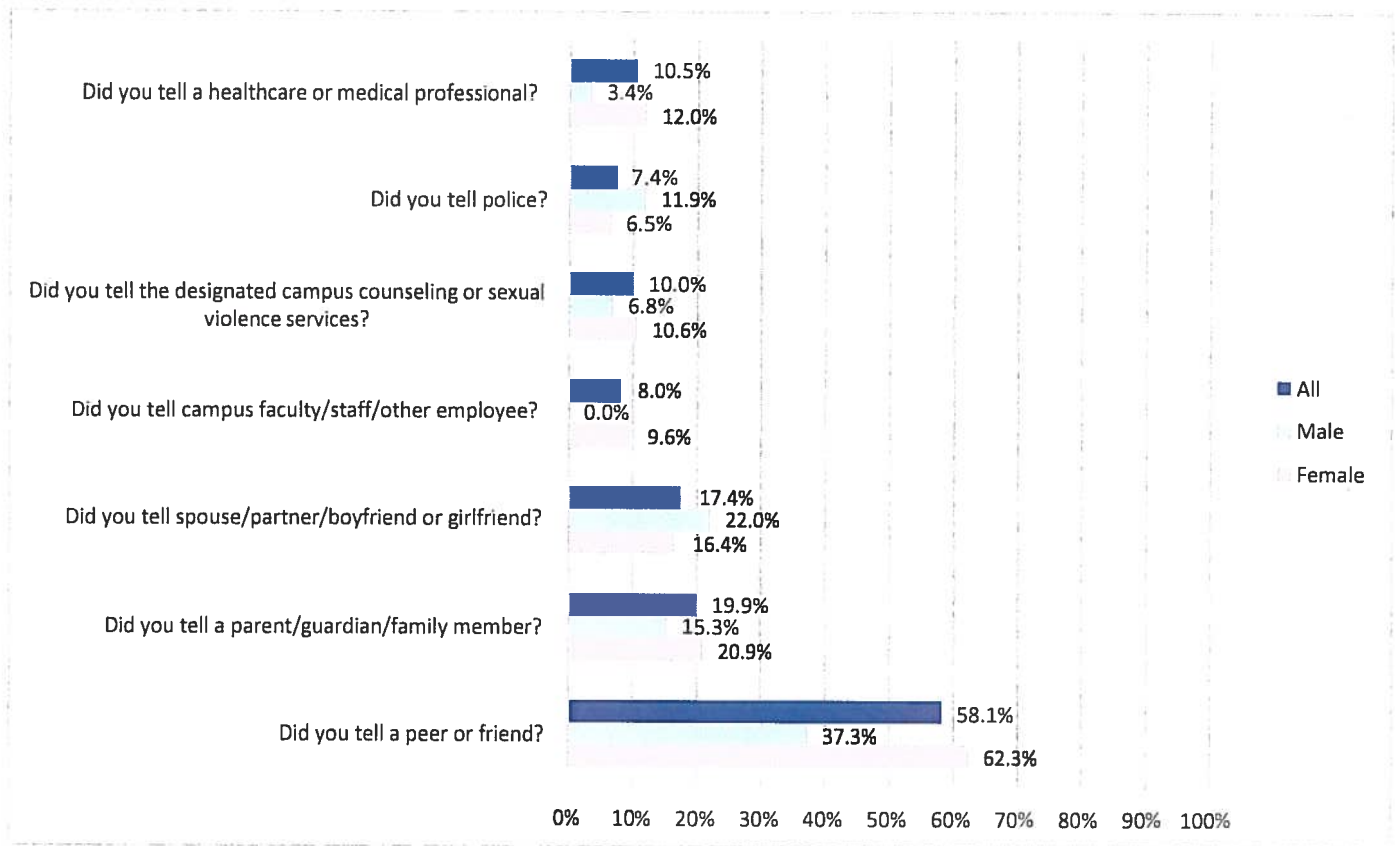
Impacts after Experiencing Sexual Assault (n=351)



Of the sexually assaulted students who provided data on whether they experienced negative impacts as a result, 23.5% reported a physical injury, 21.1% reported needing medical treatment, 37.7% reported subsequently having problems meeting school responsibilities, and 61.6% reported subsequently having serious emotional difficulties. Similar reports were made across gender for physical injury (22.8% vs. 23.6%) and medical treatment (20.7% vs. 21.2%). Conversely, more female than male students reported problems with school responsibilities (39.2% vs. 29.8%) and serious emotional difficulties (67.2% vs. 33.3%) after being assaulted.

Sexual Assault Victimization Experiences

Reporting Sources



Students who reported experiencing a sexual assault in the past 12 months (n=351) were asked whether they contacted any services following the incident. The majority of students reported to a peer or friend (58.1%) with almost twice the number of females (62.3%) than males (37.3%) reporting to peers or friends. Approximately 20% of students indicated that they reported to parent/guardian/family member, with slight differences between male and female (15.3% vs. 20.9%). Similar number of students reported telling a spouse or significant other (17.4%), conversely more males (22%) than females (16.4%) indicated they used this reporting source. Formal services (police, healthcare, counseling, and campus officials) indicated very similar percentages for students who contacted them after a sexual assault, ranging between 7.4% (police) to 10.5% (healthcare). The significant differences in these services can be seen across gender. More males reported using police (11.9%) than females (6.5%); whereas for all other services generally females reported to them at higher rates than males.

Summary and Recommendations

Participation

Summary: Students who completed the survey were more likely to be female students. Not surprisingly, more than half of the respondents were non-freshman undergraduates and students with in-state status.

Recommendations: In the future, more advance preparation, increased efforts at implementation (e.g., reminder emails), and provision of incentives may increase the number of students responding to the campus safety survey which may provide more information from segments of the student population that may be underrepresented in this survey. Specifically, provision of state funds for institutions to be able provide individual incentives for students who participate in the campus climate survey would be expected to significantly increase the number of students participating.

Campus Climate

Summary: Students report a general sense of safety at their institution and the perception that their college cares about their safety, although 30-40% still believe that sexual violence is a problem at their institution. Interestingly, students believe their campus administrations would be helpful and fair to someone reporting a sexual assault, but conversely about half of the students expected that problems would arise from someone accused of sexual assault and/or their friends toward the person reporting a sexual assault. An assessment of whether students possess accurate knowledge regarding what happens when a sexual assault is reported and whether students know how to seek necessary resources following an assault suggests that many students lack some basic information about mandatory reporting, confidentiality of reporting sources, the potential for accommodations and resources following a sexual assault, and whether hearings always follow investigations by the Title IX Office.

Because alcohol use has been determined to be associated with (but not causal of) sexual assault, alcohol use was assessed to identify percentages of students who may engage in more problematic drinking patterns. Almost 5% of male student respondents reporting drinking at least half of the days in a typical 2-week period during the semester and 14% of male respondents reporting a drinking pattern of binge drinking on days when they do drink. Although female respondents were less likely to report these two problematic drinking patterns (i.e., 2% drinking 6+ days in two weeks and 6% binge drinking), there are still significant portions of students who are at greater risk for sexual violence and/or substance problems.

Assessment of attitudes toward campus climate issues demonstrated that most student respondents ascribed correct responses when asked about affirmative elements of sexual consent and rejected rape myths. However, males more often than females disagreed with elements of affirmative consent such that around 10% believe assent to sex can be detected without specifically asking, that prior sexual relations infer current consent, and that consent while sober can be considered to still be in play if the potential partner becomes incapacitated from substances. Men also endorse rape myths more than women in this survey sample. The most surprising item however showed that approximately 50% of male and female respondents believe that a drunk person might sexually assault someone without intending to.

Students taking the survey reported observing risky incidents at rates that are potentially of concern. Substances slipped into a drink was the least frequently observed risky situation with observation of a bullying or sexually harassing incident occurring most often. Regarding sexual violence, approximately 15% of the student respondents suspected that someone incapacitated from substances was being led away by someone who might sexually assault them while incapacitated, and 14% have heard someone talking/bragging/joking about having made someone have sex with them.

Summary and Recommendations

Recommendations: In light of students' perceptions of safety and their institutions' responses regarding their safety, two main recommendations are suggested. Campus PR efforts, including distribution of materials to all students, should work to educate students about mandatory reporting, confidential reporting sources, the potential for accommodations for a range of Title IX violations, and how to find resources for a range of victimizations. The issue of retaliation on campuses against reporting sexual assault victims needs to be addressed in two ways: first through established procedures at the Student Affairs level, and second, through campus-led initiatives to encourage students not to react with smear campaigns when they are cognizant of accusations, but rather to allow the university procedures to occur.

The role of alcohol in sexual assault as well as numerous other victimizations suggests that training occur for students early in their tenure at their institution that combines education regarding both alcohol issues and victimization/perpetration as well as their interaction. PR programs on campus might also encourage students with problematic drinking patterns and/or problems resulting from substances to contact confidential counseling services on campus.

Regarding attitudes toward campus climate issues, probably the place to start is to make the information in Student Codes of Conduct very explicit as to exactly what is intended or inferred by requiring affirmative consent. It is important to work with the institution legal office to avoid potential pitfalls in how this is determined, but examples may also be helpful in the student code of conduct to guide students to understand how sexual assault is defined. The Student Code of Conduct could even address rape myths in existence and explain why they are not accurate.

The potential for students to see themselves as part of a community that looks out for each other and helps to maintain behavioral norms is exemplified by the current proliferation of bystanding programs for prevention of violence, both sexual and nonsexual. Student Affairs Offices might investigate the possibility of training some staff who could provide these programs to students. The goal of bystanding programs is to create awareness of potentially risky situations for which students feel trained to intervene without harm to themselves.

Victimization

Bullying was measured for face-to-face maltreatment, social media maltreatment, and physical actions or intimidation by other college students. As expected physical bullying was least common, but 6% of respondents still reported this form. Most common was face-to-face maltreatment with 1/5 of the students completing the survey reporting this form of bullying. Surprisingly sexual harassment (SH) was reported as even more common (35%), although twice as many female students percentagewise reported SH than male students. Of the students who experience SH, more than half of the offenders were other college students and another 38% of the offenders were not affiliated with that student's college. Fortunately, a small percentage (4%) of offenders were college faculty/staff and it is important to remember that this group includes graduate assistants, coaches, resident advisors, trainers, etc. The percentage of students in this sample who reported stalking was relatively high (14%), again with twice as many female students percentagewise reporting being a victim of stalking than male students. It is important to note that the definition of stalking in this survey required that the behavior of the offender was not only unwanted and intrusive, but that it made the recipient afraid. The breakdown of offenders was similar to that of the SH offenders, with college students making up 57% and nonaffiliated offenders constituting 34%. However, the percent of college faculty/staff designated as the category of persons stalking the students increased to almost 10%.

Summary and Recommendations

Student respondents who reported an ongoing relationship in the prior year were assessed regarding the presence of psychological abuse and physical violence. [Note that the psychological abuse items constitute more serious forms of intimidation and control.] Almost 21% of this sample of students reported experience at least one incident of psychological abuse in the past year. Most offenders were individuals who are not affiliated with the students' colleges and faculty/staff constituted a very small percentage of these offenders. It is significant to note that 10% of the reporting students indicated at least one physically violent incident from a partner in the last year. Offenders were fairly evenly distributed between partners who were also college students (42%) and partners not affiliated with the colleges (53%). Students who reported a sexual partner in the past year were asked regarding reproductive coercion. Six percent reported interference by a sex partner when they wanted to prevent pregnancy and 6% also reported interference with condom use when they wanted to possibly prevent contracting a STI. College faculty and staff were least implicated as offenders in this category of victimization with other college students as the sexual partner or nonaffiliated persons as the sexual partner were mostly responsible for the reproductive coercion.

Of the students responding to the survey, 5.1% reported a sexual assault. Over half of these students reported that the assault occurred through physical force with varying percentages of those who were sexually assaulted reported physical incapacitation, succumbing to threats, or actually escaping from the assault. The perpetrators of these assaults were mostly college students, although 42% were perpetrated by someone not affiliated with the victim's college. However, male students were more likely than females to report that the perpetrator was a college employee. The vast majority of assaults occurred off-campus, but 22% occurred in on-campus student housing. Physical injury and medical treatment resulting from the sexual assault were both reported around 21-23%, while school problems (38%) and emotional problems (62%) were reported more frequently. School problems and emotional problems were reported at higher percentage rated by female respondents than male respondents who had been sexually assaulted. Upon experiencing the sexual assault, females were generally more likely to report the experience, whether to formal or informal sources, than males. The most common source of reporting was to a peer or a friend followed by a parent/guardian/family member or a spouse/partner/boyfriend/girlfriend. Only 7% of sexual assault victims told police while approximately 10% told either a healthcare professional or campus counseling services.

Recommendations. Campus educational programs that begin to define for students what constitutes bullying or sexual harassment may be important for students to identify that what happened to them may constitute a Title IX violation or at least encourage them to seek services, if needed. In addition, educational programs might help students understand when stalking goes beyond annoying contact from an ex-boyfriend/girlfriend into the realm of needing to report it for criminal purposes. Students need to be aware that there may be services available to them (e.g., accommodations) for these forms of victimization even though they may be aware those services are available to sexual assault victims.

Reporting a partner for different forms of intimate partner victimization has always been more fraught with ambivalence for victims experiencing these types of abuse/violence. Information should be extended to students that encourages them to at least seek confidential services in order to explore options when they are experiencing physical violence from a partner. Programs which heighten the destructive of the use of physical force or severe psychological tactics within relationships might focus on healthy relationship behaviors to provide alternatives to destructive conflict tactics. In addition, students are often unaware of the concept of reproductive coercion and its potential problems, and campus education efforts in this regard are often warranted. Often in these cases, making sure students know about counseling services is the important first step for them.

Summary and Recommendations

For all of these forms of victimization, even though the percentages of offenders are proportionally small compared to other offenders, university and college faculty and employees (including graduate assistants, resident hall advisors, trainers) need to be exposed to definitions and examples of problematic behaviors that will not be tolerated by institutions of higher education. Programs about sexual harassment, bullying, and stalking can raise awareness of unacceptable actions.

Although many campuses are focusing on providing services for sexually assaulted victims, some victims may not know that they are eligible for services or resources in this regard. For example, a student being sexually assaulted off campus may not know that she/he might still receive some accommodations regarding their course work due to the trauma. Some of the impacts of sexual assault develop over time and are not always understood by the victim, e.g., someone who becomes depressed over time or finds herself/himself drinking more who does not realize how seriously she/he has reacted to the subsequent events of the assault, and thus educational programs can attempt to move victims toward resources. To enhance better use of resources, more work can be done on individual campuses to elicit reasons from students as to why they would or would not use campus resources for such purposes.

Agenda Item VII.

Revisions to Rules for Registration and Licensure under R.S. 17:1808

Executive Summary

Louisiana RS 17:1808 requires all academic degree-granting institutions operating in the State of Louisiana to register with the Board of Regents and be licensed unless otherwise exempt. The Rules for Registration and Licensure of degree-granting institutions are published in the Louisiana Administrative Code (LAC), the official compilation of administrative rules published by agencies and boards in the state of Louisiana. Amendments to rules published in the LAC must be done according to the guidelines of the Administrative Procedure Act (APA). Regents' staff recently completed a detailed review of its Rules for Registration and Licensure under R.S. 17:1808. The review resulted in a number of proposed changes/updates to the rules currently published in the LAC. Among the proposed revisions are clarification to such things as the language regarding the schedule for payment of application fees and the elimination of language no longer applicable for teacher and educational leader courses/programs. The proposed revisions are attached. Additions appear in red and deletions are red and struck through.

Senior staff recommends that the Planning, Research & Performance Committee approve the proposed revisions to the Rules for Registration and Licensure under R.S. 17:1808, and authorize staff to proceed with the Rulemaking Review Process outlined by the APA to obtain final approval of the amended rules for publication in the LAC.

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**Chapter 1. Rules for Registration and
Licensure**

§101. Definition of Terms

A. Terms used in these regulations such as *Board of Regents*, *Postsecondary*, *Academic Degree-granting Institution*, *Registration*, *Licensure*, and *Fees* shall be interpreted in accordance with R.S. 17:1808.

B. For institutions domiciled in Louisiana, the term *operate* applies to the offering of courses and programs through any modality. For institutions domiciled outside Louisiana, the term *operate* shall mean the offering of courses that are physically delivered in the state of Louisiana and/or require clinical experiences in the state of Louisiana.

C. The term *clinical experiences* shall mean site-based learning activities (e.g., clinical, internships, student teaching, practicum, field-based experiences, etc.) in settings (e.g., hospitals, schools, businesses, etc.) in which candidates are working with patients, children, teachers, principals, etc. in Louisiana and are observed/assisted/evaluated by supervisors, preceptors, coaches, teachers, principals, or other individuals to determine that course and/program requirements have been addressed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993), amended LR 36:2839 (December 2010).

§103. Registration and License Applications

A. All public and private postsecondary, academic degree-granting institutions offering instruction in the state of Louisiana must register annually with the Board of Regents. Regular licenses are reviewed every two years. Requests for registration forms and license applications are available at www.regents.la.gov should be made in writing and addressed to:

Commissioner of Higher Education
Louisiana Board of Regents
PO Box 3677
Baton Rouge, LA 70821-3677

B. Completed registration forms and license applications should be returned to: the address shown above.

Louisiana Board of Regents

Planning, Research, Performance and Academic Affairs – Licensure

P.O. Box 3677 Baton Rouge, Louisiana 70821-3677

C. License applications must be accompanied by a nonrefundable license application fee of \$1,500 (approved by Louisiana Legislature Act 278 of the 2012 Regular

Legislative Session). The license application fee must be paid by company or institutional check or by money order, and should be made payable to the Louisiana Board of Regents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993), amended LR 21:168 (February 1995), LR 36:2839 (December 2010), LR 39:84 (January 2013).

§105. License Fees

A. All license applications must be accompanied by a non-refundable fee of \$1,500.00 (approved by Louisiana Legislature Act 278 of the 2012 Regular Legislative Session). The license application fee must be paid by company or institutional check or by money order, and should be made payable to the Louisiana Board of Regents. Any institution granted a license to operate will be required to pay an additional \$1,500.00 at the start of the second year of the two-year licensing period. License renewal fees are required during each subsequent two-year licensing period and are non-refundable. The license application fee shall be \$1,500 (approved by Louisiana Legislature Act 278 of the 2012 Regular Legislative Session). These institutions granted a license to operate will be required to pay an additional \$1,500 at the start of the second year of the two-year licensing period. However, the initial license application fee may be reduced to \$200 for those institutions seeking initial licensure in order to allow clinical practicum experiences for fewer than five Louisiana residents enrolled in nursing and other health-related programs only. In order to continue and renew their licenses, those institutions will be required to pay all subsequent fees, including renewal fees. License renewal fees are required during each subsequent two-year licensing period and are non-refundable.

B. If a request for license renewal is not received at the Board of Regents' offices at least 30 days prior to its expiration date, the institution can be subject to a delinquent fee of \$500 in addition to the renewal fee.

C. The Board of Regents may authorize assessment of special or supplemental fees to be paid by registered institutions seeking licensure pursuant to special actions or requests.

D. Institutions seeking licensure shall submit all required materials and the nonrefundable license fee to the Board of Regents. If a final determination concerning the institution's qualifications for licensure is not reached within 180 days of receipt of the license application and all supporting materials, a provisional license will be issued to the

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institution. The provisional license will remain in effect pending a final licensing decision by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993), amended LR 21:168 (February 1995), LR 36:2839 (December 2010), LR 39:84 (January 2013).

§107. Information Requirements for Registration¹

A. All postsecondary, academic degree-granting institutions are required to provide the following information on an annual basis:

1. name and in-state address of the institution;
2. location of its main campus or office;
3. a role, scope, and mission statement;
4. degrees offered in Louisiana;
5. courses offered in Louisiana;
6. the name of the institution's chief executive officer and chief financial officer;
7. names and addresses of the institution's governing board members, if applicable;
8. description of its physical facilities in Louisiana;
9. information relative to the institution's accreditation or official candidacy status from a regional, national or professional accrediting agency recognized by the United States Department of Education;
10. other information as specified by the Board of Regents.

¹Registration with the Board of Regents shall in no way constitute state approval or accreditation of any institution and shall not be used in any form of advertisement by any institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993).

Chapter 3. Criteria and Requirements for Licensure

§301. General Standards

A. General standards for public and private academic degree-granting institutions offering similar degrees and titles must be as close as possible.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:168 (February 1995).

§302. Institutional Accreditation

A. Institutions must hold accreditation through an association recognized by the U.S. Department of Education. Institutions domiciled outside the state of Louisiana must be fully accredited by an accrediting body recognized by the

U.S. Department of Education prior to making an application for licensure with the Board of Regents. Existing institutions domiciled in the state of Louisiana must ~~either~~ hold recognized accreditation or if new must make formal application and obtain accreditation from a U.S. Department of Education recognized accrediting association by date certain as a requirement for licensure.

B. Institutions seeking accreditation that have been found to meet other requirements set forth by the Board of Regents will be granted a conditional license until such time that they are accredited, or at a minimum, receive candidacy status from a recognized accrediting association. An institution that does not receive accreditation within a specified time frame will have its conditional license revoked.

C. The Board of Regents will consider a possible-waiver of the accreditation requirement in the case of single purpose institutions. This consideration will be given only in extraordinary circumstances where the board determines that it would be educationally impractical for an institution to reorganize its programs and operations in order to become eligible for consideration by a U.S. Department of Education recognized accrediting association.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 21:168 (February 1995), amended LR 36:2840 (December 2010).

§303. Faculty

A. Qualifications of Faculty

1. Faculty shall be qualified by education and experience in the fields in which they teach. Faculty must meet the following minimum requirements.

a. Faculty shall possess no less than the degree awarded to a graduate of the program in which they are teaching.

b. The faculty shall be sufficient in number to establish and maintain the effectiveness of the educational program.

B. Institutions offering advanced degrees must employ faculty who hold advanced degrees in appropriate fields from institutions accredited by recognized agencies.¹ It is required that faculty credentials be verifiable.

1. If any institution employs a faculty member whose highest earned degree is from a non-regionally-accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.

2. It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts, and if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.²

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¹ Recognized accrediting agencies are those approved by the United States Department of Education.

² Source: Southern Association of Colleges and Schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:169 (February 1995), LR 36:2840 (December 2010).

§305. Academic Program Standards

A. All curricula leading to academic credits, certification, and degrees shall be formulated and evaluated by qualified faculty with appropriate education and experience acceptable to public postsecondary, academic degree-granting institutions in Louisiana and elsewhere in the nation.

B. Institutions shall provide prospective students and other interested persons with the following information:

1. admissions policies;
2. program descriptions and objectives;
3. schedule of tuition, fees, and other charges;
4. cancellation and refund policies;
5. other material information about the institution and its programs which may impact a student's enrollment decision.

C. Institutions must provide programs of sufficient quality and content to achieve stated learning objectives. Curricula offered by the institutions must be formulated and evaluated by faculty with appropriate earned degrees from institutions with U.S. Department of Education recognized accreditation. Institutions are also required to establish procedures for evaluating program effectiveness.

D. Institutions must indicate the means for determining satisfactory academic progress and provide data on student retention, graduation rates, job placement, and passing rates on licensure or certification exams, where appropriate.

E. Currently licensed institutions seeking to implement new academic degree programs must first advise the Board of Regents of the proposed change. New programs will be reviewed as part of the regular license renewal process.

~~F. For all courses/programs for teachers and educational leaders (e.g., teacher leaders, principals, school/district supervisors, superintendents, etc.), provide evidence of attainment of national accreditation (e.g., National Council for Accreditation of Teacher Education—NCATE; Teacher Education Accreditation Council—TEAC).~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:169 (February 1995), LR 36:2840 (December 2010), LR 38:1228 (May 2012).

§307. Physical Plant Standards

A. Library

1. ~~Depending on the delivery method of instruction (online, hybrid, brick and mortar),~~ the institution shall maintain and/or provide student access to an appropriate library collection with adequate support staff, services, and equipment. Any contractual agreements with libraries not directly affiliated with the institution shall be available in writing to the Board of Regents.

B. Facilities and Equipment

1. The institution shall maintain or provide access to appropriate administrative, classroom, and laboratory space, and appropriate equipment and instructional materials to support quality education based on the type, ~~level, and delivery method and level~~ of program being offered. Facilities must comply with all health and safety laws and ordinances.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:169 (February 1995), LR 38:1228 (May 2012).

§309. Financial Operations

A. The business and financial management of the institution shall be directed by a qualified and bonded business officer responsible to the institution's chief executive officer.

B. Institutions are required to maintain adequate insurance to protect the operation of the institution and to guard against any personal or public liability.

C. All institutions shall provide the Board of Regents with a financial review prepared in accordance with standards established by the American Institute of Certified Public Accountants. However, ~~any an~~ institution accredited by an agency recognized by the United States Department of Education may, at its discretion, submit financial statements prepared in accordance with rules and guidelines established by the accrediting agency.

D. Institutions shall maintain and update a long-range financial development plan for the institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993).

§311. Maintenance of Records

A. Institutions are required to keep records for a minimum of three years which detail:

1. the composition and background of students, faculty, and administrative staff;
2. the institution's physical plant including land, buildings, library, and research facilities;

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3. copies of brochures, catalogs, and advertising which describe student admissions, programs, and scholarships.

B. A student's records must be available for review by that student at the institution's central office.

C. Individual student records must include ~~an enrollment agreement which at a minimum contain:~~

1. the name and address of the student;
2. commencement date of the program;
3. titles of courses within the student's chosen curriculum;
4. total hours (quarter, trimester, semester);
5. a payment schedule which includes the total cost to the student;
6. ~~the refund policy of the institution;~~
7. ~~a statement indicating that the individual signing the agreement has read and understands all aspects of the agreement;~~
8. ~~student grievance procedures;~~

D. Student records must also include:

1. grades received;
2. all obligations incurred and all funds paid by the student to the institution;
3. ~~student attendance information;~~
- 3.4. counseling records;
- 4.5. a transcript;
- 5.6. financial aid records.

E. Student records shall be available and readily accessible for use and review by authorized officials of the institution and authorized representatives of the Board of Regents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995).

§313. Student Services¹

A. Institutions shall provide appropriate orientation and counseling services throughout enrollment. Special services including financial aid, employment placement for graduates, and student housing, if appropriate, must be evaluated periodically by the institution to determine effectiveness in meeting student needs and contribution to the educational purpose of the institution.

¹The Board of Regents recommends that prospective students seek independent job/career counseling prior to enrollment in an academic degree-granting postsecondary institution and encourages such institutions to promote this recommendation.

AUTHORITY NOTE: Promulgated in accordance with 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993).

§315. Organization and Administration

A. An institution shall establish a governing structure which delineates responsibility for institutional operations, policy formation, and the selection of the institution's chief executive officer. If the institution is governed by a board or group of officers, the role and responsibilities of that body must be clearly defined.

B. Administrative personnel must possess qualifications which support the institution's stated purpose and effective operation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995).

§317. Procedures for Tuition and Fee Refunds

A. Pricing and Refund Policy

1. The institution must fully disclose all charges and fees in writing to prospective students. The parent or guardian of prospective students under legal adult age must be notified in writing of all charges and fees prior to enrollment.

2. Prospective students shall not be required to make a nonrefundable tuition payment until it has been determined that the prospective student has been accepted for enrollment.

3. The institution's refund policy must be disclosed in any contract to be signed by the prospective student or the student's legal adult guardian.

4. Institutions are required to follow the minimum standards for tuition refunds as set forth herein. These guidelines are:

a. students who withdraw prior to the first day of classes are entitled to a full refund of tuition and fees. Institutions may, however, require a nonrefundable application fee;

b. any administrative fees retained by the institution upon the early withdrawal of a student shall not exceed 15 percent of the total cost of tuition and fees paid by the student;

c. institutions which financially obligate students on a quarter, semester, or similar basis will be subject to the following tuition and fee refund policy:

i. students withdrawing during the first 10 days of classes shall receive a minimum refund of 75 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution;

ii. students withdrawing from day 11 through day 24 of classes shall receive a minimum refund of 50 percent of total tuition and fees paid, excluding any nonrefundable

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application fees, less the maximally-allowable administrative fees retained by the institution;

iii. students withdrawing from day 25 through the end of the quarter, semester, or similar time period ~~are may~~ be ineligible to receive a refund;

d. institutions which financially obligate students for longer periods of time, i.e., periods exceeding six months, shall be subject to the following tuition and fee refund policy:

i. students completing up to 25 percent of the course of study shall receive a minimum refund of 50 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution;

ii. students completing more than 25 percent but less than 50 percent of the course of study shall receive a minimum refund of 25 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution;

iii. institutions are not allowed to keep the full amount of tuition and fee charges until at least half the program of study has been completed;

iv. refund policies for programs offering tuition/fee payments on an installment plan or programs offered through distance learning will be examined by the Board of Regents on an individual basis. Refund policies for installment programs are expected to conform generally to refund policies which appear in Subparagraphs A.4.c.i through iii and d.i through iv of this Section;

e. refunds must be paid within 45 days of the date of withdrawal of the student from the institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995), LR 36:2840 (December 2010).

§319. Surety Bonding

A. New Louisiana domiciled unaccredited institutions are required to post a surety bond issued by a surety authorized to do business in the state of Louisiana in the amount of \$10,000 to cover the period of the license. These bonds are intended to protect students in the event of a sudden closure of the institution. Institutions that are also licensed and bonded under provisions set forth by R.S. ~~17:341-314~~ 17:341 et seq., need not seek additional bonding.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993), amended LR 36:2840 (December 2010).

§321. Rules and Guidelines on Advertising¹

A. Registration with the Board of Regents shall in no way constitute state approval or accreditation of any

institution and shall not be used in any form of advertising by any institution.

B. Licensed institutions may use the state name and licensing agency as follows:

1. (*Name of Institution*) is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

2. Any licensed institution wishing to use the state name and licensing agency in any promotion or advertising is restricted to the language which appears above. The statement must appear in its entirety and any modifications are not permissible under these rules or the law.

3. Advertising shall not include false or misleading statements with respect to the institution, its personnel, courses, or services, or the occupational opportunities of its graduates.

4. Institutions claiming accreditation by agencies not recognized by the United States Department of Education must clearly state in all advertising and promotional literature that the institutions' accreditation is not recognized by either the United States Department of Education or the State of Louisiana.

¹Neither the institution nor its agents shall engage in false advertising or other misleading practices.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993).

§323. Hearings and Appeals

A. Institutional hearings and appeals are handled in accordance with guidelines set forth in R.S. 17:1808, §1(E)(F).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993).

§325. Sale of Ownership and Transfer of License

A. In the event that an institution sells all or a majority interest in its ownership, it is required to notify the Board of Regents of both expected and final sale. A review of the institution's operations and objectives will be required upon final sale to determine if the institution's operating license should be transferred to the new ownership. Any and all costs associated with the Board of Regents' review will be borne by the new ownership of the institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 21:170 (February 1995).

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§327. Licensure Denial

A. Any institution denied licensure by the Board of Regents that wishes to seek reconsideration by the Board is required to wait a minimum of 24 months before resubmitting its license application.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 21:170 (February 1995).

Chapter 5. Consumer Protection

§501. General Provisions

A. Individuals must make every reasonable effort to solve disputes directly with the institution. If a solution cannot be reached, an individual may file a written complaint with the Board of Regents. Board of Regents' staff will review the facts and intervene where appropriate. Such intervention shall not include legal action on behalf of the party, but may include additional investigation of the institution including a site visit to determine if the institution's license should be revoked.

B. Disciplinary Provisions and Administrative Penalties

1. The Board of Regents may institute disciplinary proceedings against a licensed agent who engages in false or misleading advertising. The Board of Regents may also require an institution to submit all advertising for approval prior to use.

2. It is illegal for institutions which come under the jurisdiction of the Board of Regents to advertise, recruit students for, and/or operate educational programs in the state of Louisiana unless properly registered and licensed.

3. Penalties may be assessed for the following violations:

- a. operating an institution without a license;

- b. deceptive or fraudulent advertising;

- c. offering an unapproved program;

- d. other violations as determined by the Board of Regents.

4. Violations may result in suspension of student enrollments where patterns of abuse and willful misconduct have been established.

C. Meetings, Site Visits, and Reports

1. The Board of Regents, at its discretion, may conduct preliminary conferences with institutional officers and board members to discuss standards and procedures for implementing licensure.

2. The Board of Regents may require a site visit and examiner's report at the cost of the institution. The cost shall not exceed the actual dollar amount incurred by the Board of Regents.

3. Site visits could include an inspection of facilities, books, school files and records, as well as interviews with administrators, faculty, and students.

4. Examiners would submit a report following the site visit with recommendations pertaining to the licensure of the institution.

D. Enforcement

1. The attorney general is authorized to seek injunctive relief against an institution operating in noncompliance with the law. All costs incurred by the state of Louisiana in connection with such action shall be borne by the institution if it is found to be operating illegally.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993), amended LR 36:2840 (December 2010).